REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION

ON THE

PROGRESS OF EDUCATION

IN THE

BOMBAY PRESIDENCY

DURING THE QUINQUENNIUM

FROM

1912-13—1916-17

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PROGRESS OF EDUCATION IN THE BOMBAY PRESIDENCY, 1912-13—1916-17.

CHAPTER I.

GENERAL PROGRESS.

Prefatory note.—During nearly the whole of the period under report the Department was in charge of the late Mr. W. H. Sharp. It is, indeed, unfortunate that he has not lived to chronicle the events of his regime which was conspicuous for great and many-sided educational activity and endeavour. Mr. Sharp took a real and deep interest, not only in the numerous problems of educational organisation which he was called upon to solve, but also in the personnel of the Department and the schools with which he came in contact. His sense of humour and skill in debate stood him in good stead in many difficult situations. His loss therefore is felt in all the various spheres of education throughout the Presidency.

I.—STATISTICAL PROGRESS.

2. **Increase of pupils.**—The number under instruction rose from 713,145 to 780,504 during the quinquennium, i. e., by 9·4 per cent, excluding figures for institutions in Native States which are throughout omitted from consideration and separated from those for British districts *as far as possible*. The proportion of pupils to population was 3·6 per cent in 1911-12; it was nearly 4 per cent during the period ending the 31st March 1917. The following table shows the increase in different divisions :—

Division.	Pupils at school.		Percentage of increase.	Percentage to total population.
	1911-12.	1916-17.		
Northern Division	193,013	213,029	10·4	5·8
Central Division	258,982	286,551	10·7	3·9
Southern Division	161,587	173,714	7·5	3·4
Sind	97,583	105,287	7·9	3·0
Aden	1,980	2,223	12·3	4·2
Total ...	713,145	780,504	9·4	nearly 4·0

3. The progress of education can also be roughly judged by means of the increase in the publication of books and periodicals. The number published in 1911 was 2,200. In 1916 it was 3,670. The increase in English publications was 134 per cent, in Marathi 94 per cent, in Gujarati 45 per cent, in Kanarese 19 per cent and in Sindhi 114 per cent.

4. **Increase in expenditure.**—The total amount spent on education has risen from Rs. 1,17,61,799 to Rs. 1,55,88,759, i.e., by 32·5 per cent. Of this, Rs. 97,87,187 is contributed by public funds and Rs. 58,01,572 by private sources including fees. Thus, the total expenditure has risen by 32·5 per cent and that from public funds 30·6 per cent.

5. **Average cost of pupil.**—The average cost of educating a pupil has risen from Rs. 14-5-0 a year to Rs. 16-12-2. Of this, public funds bear Rs. 13-1-11. The average cost of educating a pupil in an arts college is Rs. 165-3-7, in a professional college Rs. 342-10-10, in a secondary school Rs. 49-11-9 and in a primary school Rs. 9-10-2.

6. **Progress of the past sixty years.**—The educational progress in the Presidency since the establishment of the Department of Public Instruction will be indicated by the following figures :—

	Total number of institutions, public and private.	Total number of pupils.
1855-56	2,875	106,040
1916-17	13,264	780,504
Increase	10,389	674,464

[1] These figures are taken from the tables given at the end of the report of the Indian Education Commission of 1882.

II.—Popular Interest in Education.

7. The growing interest evinced by the public in educational questions is exemplified in the recent searching review of the results of the School Committee's administration of the Bombay Municipal schools by the Bombay Municipal Corporation, and in the lengthy discussion, on a non-official motion in the local Legislative Council, of the subject of free and compulsory education. Elsewhere in the Presidency it manifested itself prominently at the Gujarat Educational Conference of October 1916 and at the various minor caste conferences. As a result of the increasing recognition of the importance of education much larger demands in connection with this subject are made on the time and attention of the Legislative Council. The large increase in the numbers of pupils attending all classes of institutions also testifies amply to the increase in the popular demand for education. In primary schools the pupils increased during the last five years by 13·3 per cent, in secondary schools by 21·4 per cent, in arts and professional colleges by 48·1 per cent. The demand for secondary and collegiate education was in some places so great that boys had to be refused admission owing to lack of sufficient accommodation in the existing institutions; and this difficulty led to the opening of several new Anglo-vernacular schools and one second-grade arts college at Poona last year and another at Dharwar this year. In the field of female education stimulus was given by the investigation of the question started by the Government of India and by the movement initiated by Professor D. K. Karve for the foundation of a University for Indian Women. One consequence has been the better organisation of such local institutions as the Seva Sadan, Poona and Bombay; the Vanitavishram, Bombay, Surat and Ahmedabad; the Jain Shravikashram at Bombay and Ahmedabad. Owing, however, to the war and its many and various calls the flow of larger individual benefactions, such as during the last quinquennium resulted in the foundation of the Science Institutes at Bombay and Ahmedabad and the College of Commerce at Bombay, has dwindled. The princely donation of 8 lakhs for higher education among the Mahomedans made by Sir Muhammad Usaf Ismail, Kt., was received before the war. Among the smaller benefactions may be mentioned that of Mr. Anant Shivaji Desai for a high school at Malvan in the Southern Division and that of Sheth Naginlal Maganlal for a high school at Viramgam in the Northern Division.

III.—General Improvements.

(i) *Improvement in departmental organisation.*

8. With a view to relieving the Director of Public Instruction of a mass of administrative detail and setting him free to devote attention to schemes for the improvement and expansion of education the post of a Deputy Director of Public Instruction was temporarily created in 1913; it was abolished in 1916 owing to the retrenchment of expenditure necessitated by the present war. As soon as financial circumstances permit, the re-institution of this post will be desirable. In the absence of an officer of the class contemplated, the Director of Public Instruction is obliged personally to dispose of many cases which might well be disposed of by his delegate and is hampered in regard to touring and attendance at University meetings as well as at the meetings of other bodies of which he is nominally a member. The production of schemes for the expansion of education has not ceased (and is not likely to), and, even when produced and approved, such schemes have to be applied, carefully watched and, where necessary, amended. The Divisional Inspectors have been given the aid of Personal Assistants with the object of leaving them sufficient time for the performance of their proper inspection duties.

9. The movement for departmental decentralisation which began in the last quinquennium was further advanced by the delegation of additional powers to inspectors and college principals. Among the powers delegated to the Divisional Inspectors may be mentioned those of (i) countersigning contingent, travelling allowance, and grant-in-aid bills of offices and institutions subordinate to them (ii); granting privilege leave to assistant masters and assistant deputy inspectors and making temporary appointments during their

absence ; (iii) sanctioning equipment grants to aided schools ; (iv) appointing, transferring, promoting and granting leave to all clerks in their Division (excepting the Central Division) ; etc.

10. **Non-official co-operation invited.**—The co-operation of the public has been sought in an increasing measure during the quinquennium, especially in matters relating to the management of special institutions or to the education of special classes. Thus, a Committee of Direction for Technical Education consisting of officials and non-officials has been formed for the better organisation and co-ordination of technical and industrial institutions in this Presidency ; and advisory committees for the Colleges of Engineering and Commerce constituted on similar lines have been appointed to advise on matters relating to the education imparted in these special institutions. Committees for the consideration of the special needs of Mahomedan education in the Presidency and in Sind were also appointed in the years 1913 and 1915 respectively ; and opinions were invited last year on various aspects of the subject of Female Education from a large number of officials and non-officials all over the Presidency.

(ii) *Improvement of institutions.*

11. Improvement in the condition of existing institutions has been attempted in various ways. The Gujarat College at Ahmedabad which was unsatisfactorily managed by a private board was taken over by Government in July 1912 with gratifying results. The R. C. Technical Institute at the same place was taken over in January last. Privately managed schools and colleges have been given liberal grants for maintenance, buildings and equipment. The amount of maintenance grants to colleges increased by 35·8 per cent, that to secondary schools increased by 72·4 per cent, while that to primary schools increased by 11·9 per cent. Free building and equipment grants amounting to Rs. 5,33,302 were given during the quinquennium, while supplementary grants chiefly for the improvement of teachers' salaries have become a permanent feature during the period. The Grant-in-aid Rules summarised in Appendices XII and XVI of the last Quinquennial Review of the Government of India have been brought up to date (*cf.* Appendix I).

(iii) *Broader ideas of education.*

12. (*a*) **Physical and manual training.**—Physical training of boys and girls has received some (though not yet enough) attention during the period. A special physical drill class for the training of teachers in Government secondary schools was organised by Mr. Wren in 1913 and a course in physical training was given by Miss Denison in 1914 for the Benefit of mistresses serving in aided secondary girls' schools in Bombay. Cricket, football, tennis, hockey, etc., have become common in arts and professional colleges and in secondary schools and are supported by means of special games fees which are charged almost everywhere ; and teachers, especially the European professors in arts and professional colleges and the young trained teachers in Government secondary schools, evince much interest in the matter. The reports received do not support the pessimistic views sometimes expressed regarding the evil effects of competitive games. On the other hand, it is probably true that organised 'tournaments' and 'leagues,' especially when of a public character, are ill-suited to school sports and are liable to do more harm than good.

13. Hygiene has been prescribed under Elementary Science as a subject of examination for the Vernacular Final Certificate and a book covering the course has been compiled and sanctioned for use in primary schools and has replaced the antiquated "Sanitary Primer" by Cunningham. Hygiene has also been prescribed under the new science syllabus for secondary schools in standards IV and V. As an experiment the Educational Officer in charge of magic lanterns was deputed to prepare notes of lectures on common diseases of children under the direction of Major Liston at the Parel Laboratory. After two months' trial Major Liston came to the conclusion that the experiment was not likely to prove successful and it was not continued.

14. The Sloyd system of manual training has been introduced into selected Government high schools and the Government primary training colleges for men.

15. (*b*) **Religious and moral instruction.**—The attitude of neutrality as regards religious education has been generally maintained, though it has been somewhat relaxed in favour of the Mulla schools in Sind to which the system of grants-in-aid has been extended and liberally applied with a view to their absorption in or assimilation to the departmental system. Direct moral instruction has been introduced in Government secondary schools.

16. **The hostel system.**—The hostel system has been considerably extended during the quinquennium. The number of hostels increased from 158 to 219 and the number of boarders from 9,075 to 12,038. Much, however, remains to be done in the direction of extension of the system. The Government of India grants for hostels received during the last five years amounted to Rs. 10,75,000.

17. **The examination system.**—Changes required in the present Matriculation and School Final Examinations have been the subject of prolonged discussion during the quinquennium but the deliberations did not bear fruit till after the close of the period. An understanding has now been reached which will probably result in the institution of a board for the conduct of a Joint School Leaving Examination acceptable to the Government and the University.

IV.—Main Events of the Period.

18. The main events of the quinquennium will be dealt with in detail in subsequent chapters under their proper heads. Here is given only a summary of the general lines of advance in each sphere of educational activity.

19. **University and college education.**—The whole field of University and collegiate work and organisation in the Presidency was surveyed and reviewed in 1913 by Sir Alfred Hopkinson, Vice-Chancellor of the University of Manchester, who was specially invited for the purpose, and all subsequent activity and endeavour on the part of the University to improve and reorganise its work have been largely influenced by the suggestions and recommendations made by Sir Alfred.

20. **Secondary education.**—The development of secondary education has proceeded on the general lines indicated in the Government of India Resolution on Education Policy of February 1913. It was rendered possible by the large assignments for the purpose made by the Government of India, as also by the increased income from school fees which were raised 50 per cent about the end of the last quinquennium. Among the principal improvements made were the raising of the pay of assistant masters and drawing teachers in Government secondary schools, the introduction of practical science teaching and of physical measurements of pupils, and the formation of boys' libraries.

21. **Primary education.**—The most important reform applied in the field of primary education was the attempt to give 'Code' pay to trained teachers.

22. **Professional and technical education.**—The foundation and organisation of the College of Commerce mark a distinct advance in the provision of facilities for professional education. Technical instruction was placed on a better footing by the recognition of the Victoria Jubilee Technical Institute, Bombay, as the Central Technological Institute for the Presidency and by the appointment of a Committee of Direction for Technical Education.

23. **Training of teachers.**—The output of vernacular trained teachers was also increased to a certain extent and an endeavour was made by means of district normal classes to give untrained vernacular teachers a better grounding in the subjects of school instruction and a rudimentary knowledge of modern methods of teaching them.

24. **Oriental studies.**—A scheme for the foundation of a Government Sanskrit College at Poona came under consideration during the quinquennium, but the exigencies of the present war have caused it to be shelved for the time being. The bequest of one lakh of rupees by Sheth Damodar Gordhandas Sukhadvala, a Hindu philanthropist of Bombay, for the foundation of an *Oriental*

Research Institute to perpetuate the memory of his Parsi friend, the late Mr. K. R. Cama, secured the establishment of the K. R. Cama Oriental Research Institute in Bombay; and the private enterprise of the friends and admirers of Sir Ramkrishna G. Bhandarkar has led to the foundaion of the Bhandarkar Research Institute in Poona.

25. **Education of girls.**—The number of girls at school has increased during the quinquennium by 16·3 per cent. An endeavour was made to revise and re-cast the courses for girls' vernacular and Anglo-vernacular schools and some of the courses proposed are being tried in selected schools.

26. **Education of chiefs, etc.**—The work of the talukdari school at Godhra came under close scrutiny at the beginning of the quinquennium with the result that the whole teaching staff was overhauled and the school was reorganised and placed on a more satisfactory footing.

27. **Education of Europeans.**—Liberal grants have been made to European and English-teaching schools during the quinquennium from the additional funds made available from the assignments made by the Government of India. The total amount placed at the disposal of the Inspector of European schools in 1916-17 was Rs. 370,305 as against Rs. 223,905 in 1911-12. The increased grants have led to considerable improvement in the condition of European schools in this Presidency; but still more funds are required to meet the growing needs of this branch of education.

28. **Education of Mahomedans.**—The question of the educational needs of the Mahomedan community was carefully investigated by special committees appointed for the purpose; and their findings are now receiving consideration. Special posts of Inspectress of Urdu Girls' schools and Deputy Inspector for Urdu Boys' schools were created in the Central Division in order to stimulate the slow progress of Mahomedan education. To encourage the Mulla schools in Sind and assimilate their work as far as possible to the departmental system a special Deputy Inspector for these schools was also appointed. Further, to create a supply of trained teachers for Urdu schools an Urdu Training Class was opened in connection with the Government primary training college for men at Ahmedabad.

29. **Education among depressed classes.**—The number of children of depressed classes (Dheds, Mahars, Bhangis and other untouchable castes) at school increased from 26,204 to 30,568, i. e., by 16·7 per cent. To encourage the efforts of the Depressed Classes Mission, Bombay and Poona, in their laudable work of regenerating these down-trodden classes the limit of Government grant to all classes of schools maintained by this Mission was raised to one-half of the total school expenditure. The education of children of aboriginal tribes is attempted in special central schools started for the purpose at suitable centres of their population.

30. **The War.**—By far the greatest event of the period has been the war. The restrictions in expenditure which it has entailed have slackened our pace and caused various schemes for improvement and expansion to be hung up. It has not, however, been an unmixed evil; it has excited interest among people of all ranks and of all ages in great world issues, enhanced their historical and geographical knowledge, broadened their outlook, awakened their sympathy for those adversely affected by it, and united them in the common endeavour of all parts of the empire to contribute toward its successful prosecution. In the early stages of the war the popular mind was greatly perturbed by crops of wild and disquieting rumours which were, no doubt, encouraged in great measure by the sensational adventures of the "Emden" in the Indian Ocean. With a view to allaying fears a campaign of war lectures was started. Inspecting officers were instructed to avail themselves of the opportunities presented by their visits to village schools to explain to the people the real situation and the progress of events from time to time and to disillusion their minds of any exaggerated notions they might have formed of Germany's power. In secondary schools also lectures on the war were organised for the information of the pupils. At the very beginning of the war Sir Edward Cook's pamphlet on "Why Britain is at War" was

translated into the different vernaculars of the Presidency and distributed broadcast among all schools; and the outlines of war lectures issued by Government were distributed for teachers' guidance. Several Indian newspapers, e. g., the "Jagad Vritta," the "Islamic Mail" and the "Indian Loyalist," were distributed free to schools and public libraries, with a view to disseminating correct information regarding the events of the war, the same procedure being adopted in connection with the illustrated Urdu paper "Al Hakikat" supplied by the Government. Suitable patronage was given to several Urdu publications on the war, the Gujarati leaflets on the progress of the war issued by Maharani Nandkumvarba of Bhavnagar were freely distributed in schools in Gujarat, and war pictures supplied by Government were circulated. The "Belgian Children's Day" was celebrated on the 10th July 1916 in all schools in the Presidency in response to the appeal of the National Committee for Relief in Belgium; a total sum of Rs. 1,30,600 was collected and contributed to the Belgium Children's Relief Fund. Lectures and lessons on the War Loan, leaflets explaining the terms of the various War Loan schemes, and arithmetical exercises involving a knowledge of the terms of the different schemes were prepared as a means of popularising the Loan in schools; a "War Loan Day" was held on the 14th June, 1917, and large subscriptions to the Loan were encouraged and secured. His Excellency the Governor also offered prizes of the total value of Rs. 500 for the best essays on the subject of the war written by undergraduates of the University.

31. The following officers in Government service proceeded on active military service or on other employment connected with the war:—

Serial No.	Name of Officer.	Name of Service.	Remarks.
1	Mr. F. B. P. Lory, Educational Inspector, Southern Division.	I. E. S.	Joined the I. A. R. O. in August 1916.
2	Mr. F. W. Marrs, Educational Inspector, Central Division.	Do. ...	Joined the British Army during the period of his leave in England in January 1915 and served till January 1916.
3	Mr. J. T. Turner, Vice-Principal, Rajkumar College, Rajkot.	Do. ...	Joined the I. A. R. O. in April 1915.
4	Mr. C. R. W. Griffith, Head Master, Poona High School.	Do. ...	Do. October 1915.
5	Mr. P. C. Wren, Acting Head Master, Poona High School.	Do. ...	Do. December 1914 as Infantry Captain and served in East Africa till October 1915 when he was invalided.
6	Mr. J. Ludlow, Vice-Principal, D. J. Sind College, Karachi.	Do. ...	Joined the I. A. R. O. in July 1916.
7	Mr. R. W. Cable, Professor of Architecture and Design, School of Art, Bombay.	Do. ...	Do. June, 1916.
8	Mr. W. Grieve, Head Master, N. J. High School, Karachi.	Do. ...	Do. August 1916 and is somewhere on the Indian Frontier.
9	Mr. R. Marrs, Professor of Philosophy, Elphinstone College, Bombay.	Do. ...	Obtained a commission in the Bombay Volunteer Artillery and left for Mesopotamia in July 1915 and is now in the Political service there.
10	Mr. W. T. Saxton, Professor of Botany, Gujarat College, Ahmedabad.	Do. ...	Joined the I. A. R. O. in August 1916.
11	Mr. K. Mc. L. Kemp, Bar.-at-Law, Law Lecturer, Government Law School, Bombay.	Unclassified.	Tendered his resignation in July 1915 to proceed to the front on military service.
12	Mons. M. Peltier, Lecturer in French, Elphinstone College, Bombay.	Do. ...	Served in the French Army (left for France in September 1914 and returned invalided in November 1916).

32. The following teachers from aided institutions proceeded on active military service or on other employment connected with the war :—

Serial No.	Name.	Designation.	Remarks.
1	Rev. R. MacOmish ...	Professor of Logic and Political Economy, Wilson College, Bombay.	Has been employed by Government since October 1916 as a temporary Chaplain in several Bombay War Hospitals.
2	Mr. D. G. Ross ...	Superintendent, Scottish Orphanage, Mahim.	Went to East Africa ; received a commission, and owing to ill health was recommended for a commission in England.
3	,, Mildmay ...	Teacher, Cathedral High School, Bombay.	Received a commission in Kitchener's Army.
4	,, Copper ...	Do. do. ...	Do. the I. A. C. R.
5	,, F. S. Rodda ...	Do. do. ...	Wounded in Flanders in December 1915 and sent home ; now in the Army Service Corps.
6	,, A. Ashton ...	Teacher, Bombay Education Society's High School.	Served with the Volunteers' Machine Gun Section in East Africa as a Private till July 1916 ; then was given a commission in Outram's Rifles ; and is at present in Rangoon with his regiment.
7	,, E. S. Riley ...	Do. do. ...	Spent 6 weeks (March to middle of April) in the Umballa Officer's Training School.
8	,, A. D. Stephenson ...	Boys' High School, Panchgani ...	Got commission after leaving the school and is somewhere in France.
9	,, F. H. Weston ...	Do. do. ...	Serving in Mesopotamia.
10	,, G. H. Ridiwood ...	Grammar School, Karachi ...	Serving in the Anglo-Indian Regiment, Mesopotamia, as a Corporal.
11	,, B. Tobin ...	Do. do. ...	Do. Private.
12	,, A. G. Simmons ...	Aba High School ...	Joined the I. A. R. O. as 2nd Lt. and was killed in action in Mesopotamia on 7th February 1916.
13	,, R. Crisp ...	Boys' High School, Panchgani ...	Killed in France.

33. The following students or ex-students of colleges in this Presidency proceeded on active military service or on employment connected with the war :—

Serial No.	Name.	Designation.	Remarks.
1	Mr. J. M. Antia ...	Elphinstone College (ex-student) ...	Is Honorary Secretary to the Hospital Sub-Committee of the Imperial Relief Fund.
2	,, G. V. Utamsing ...	Do. do. ...	While studying law in England served for 12 months in the War Hospitals at Notty and Brighton.
3	,, I. S. Haji ...	Do. do. ...	Was a volunteer in the Indian Field Ambulances Corps and was employed on Hospital Ships sailing between Bolongene and Southampton.
4	,, N. M. Bodas ...	Do. do. ...	Received a temporary commission in the I. M. S. and is serving at Maghill in Mesopotamia.
5	,, T. J. Tobin ...	D. J. Sind College, Karachi ...	Joined the Anglo-Indian Force and is serving in Mesopotamia.
6	,, E. A. K. Strip ...	Do. do. ...	Do. do.
7	Lieut. H. G. A. Haji ...	Do. (ex-student) ...	Doing Military duty in the I. M. S. in Mesopotamia.
8	,, H. J. Wannia ...	Do. do. ...	Do. do.
9	Mr. Katrak ...	College of Engineering, Poona ...	Employed in the War Hospital, Alexandria.
10	,, S. P. Raju ...	Do. do. ...	Doing Y. M. C. A. work in Mesopotamia.
11	,, J. A. Moskovitch ...	Do. do. ...	Lieut. in the 10th Machine Gun Brigade, now engaged in active service in France.
12	,, Jal Engineer ...	Do. do. ...	Employed as Despatch Rider, East Africa.
13	Capt. Sir Amarsinhji, Rajasaheb of Wankaner, K.C.I.E.	Ex-student of the Rajkumar College, Rajkot.	Was in France for part of the year 1916-17.
14	Capt. K. S. Jorawarsinhji of Bhavnagar.	Do. do. ...	Served in Egypt for a great part of 1916-17.
15	K. S. Ahmedkhan of Sachin.	Do. do. ...	Served with H. H. the Nizam's Cavalry in Egypt until he was invalided back to India as the result of a serious riding accident.
16	Lieut. K. S. Dajiraj of Jamnagar, 37th Lancers Cavalry.	Do. do. ...	Served in France with the Jodhpur Imperial Service Lancers and is still there.
17	The Nawab of Savanur ...	Do. do. ...	Served in Mesopotamia—now Commandant of His Excellency's Body Guard.

34. **Imperial grants.**—The quinquennium was remarkable for the large grants from Imperial funds placed at the disposal of this Presidency for the improvement and extension of education. The allotments received and the expenditure incurred from them are shown in the following table :—

Received in the year	Grants.		Actual expenditure in										Accumulated savings from recurring grants which are available for non-recurring expenditure.	Unspent balance on 31st March 1917 — non-recurring.
			1912-13.		1913-14.		1914-15.		1915-16.		1916-17.			
	Recurring.	Non-recurring.	Recurring.	Non-recurring.	Recurring.	Non-recurring.	Recurring.	Non-recurring.	Recurring.	Non-recurring.	Recurring.	Non-recurring.		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1911-12 ...	.....	11,02,000 for educational expenditure, adequate proportion being given for the improvement or relief of private institutions.	.....	5,91,627 (expenditure in 1911-12 was Rs. 3,65,034).	.....	92,084	.....	45,016	.....	500	.....	.....	.....	7,729
1912-13 ...	(a) 6,70,000, the Darbar grant for popular education. (b) 60,000 for the improvement of privately managed Anglo-vernacular schools.	3,00,000 for the improvement and erection of hostels.	(a) 2,33,080 (b) 58,696	72,667	(a) 4,39,900 (b) 56,903	97,373	(a) 5,12,381 (b) 58,890	61,783	(a) 5,09,965 (b) 63,317	68,177	(a) 5,06,104 (b) 58,716	....	* (a) 8,58,464 (b) 3,478	....
1913-14 ...	5,93,000 for the improvement and expansion of education.	(a) 7,75,000 for the construction of hostels. (b) 31,00,000 for the improvement of education.	.....	.....	1,61,970	(a) 7,475 (b) 5,83,617	3,66,372	(a) 48,991 (b) 6,98,631	4,12,173	(a) 70,353 (b) 3,73,742	4,18,032	(a) 10,352 (b) 4,18,455	10,13,423	† (a) 6,37,899 ‡ (b) 10,25,555
1914-15 ...	1,00,000 for the improvement of education generally.	.....	.....	.....	.....	.....	41,044	.....	46,680	.....	53,796	.....	1,58,500	.....
Total ...	14,23,000	52,77,000	2,91,776	6,64,304 (+3,65,034 for 1911-12).	6,58,463	7,80,549	9,78,687	8,54,421	10,32,115	5,12,772	10,36,668	4,28,807	20,33,825	16,71,113

* Exclusive of the savings of Rs. 2,90,416 from the Darbar grant of Rs. 6,70,000 for 1912-13 which have been added to Rs. 7,75,000 grant for hostels and 31 lakhs grant for the improvement of education.

† Exclusive of Rs. 46,501 from the savings of Rs. 2,90,416 shown in the above note and transferred to this grant.

‡ Exclusive of Rs. 2,43,915 from the savings of Rs. 2,90,416 referred to in the above note and transferred to this grant.

35. In paragraph 149 of the Annual Report for 1915-16 the balance remaining unspent at the end of March 1916 was shown as Rs. 40,37,878. Thus, the Imperial grants account for the year 1916-17 stood as follows :—

	Rs.	Rs.
Balance ...		40,37,878
Grants received in 1916-17—		
(c)	6,70,000	
(d)	60,000	
(e)	5,93,000	
(h)	1,00,000	
		14,23,000
		54,60,878
Amounts spent from grants received during the period 1911-12—1916-17—		
(a)	*Nil.*	
(b)	*Nil.*	
(c)	5,06,104	
(d)	58,716	
(e)	4,18,052	
(f)	10,352	
(g)	4,18,455	
(h)	53,796	
		14,65,475
Balance ...		39,95,403

36. The greater part of the balance shown above had, however, been already pledged, the amounts pledged during the year 1916-17 being as follows :—

Grants.	Amounts pledged.	
	Recurring.	Non-recurring.
Rs.	Rs.	Rs.
6,70,000	2,360	...
5,93,000	4,109	...
7,75,000	...	1,940
1,00,000	3,696	...
Total ...	10,165	1,940

The only sums remaining unpledged at the end of March 1917 were the following :—

Grants.	Amounts unpledged.	
	Recurring.	Non-recurring, including savings from recurring grants.
Rs.	Rs.	Rs.
(a) 11,02,000	...	6,483
(c) 6,70,000	30,715	2,30,910
(d) 60,000	...	1,456
(e) 5,93,000	1,161	2,63,053
(f) 7,75,000	...	19,952
(g) 31,00,000	...	64,093
(h) 1,00,000	14	53,340
Total ...	31,890	6,39,287

37. The relative insignificance of the reduction in the unexpended balance is, as explained by the late Mr. Sharp in his last Annual Report, entirely due to the circumstances created by the war. Many schemes involving large expenditure, recurring and non-recurring, have been postponed till the return of better times.

38. Appendix II shows the expenditure on buildings, furniture and apparatus in different classes of institutions during the quinquennium.

CHAPTER II.

CONTROLLING AGENCIES.

I.—General.

39. Public Instruction comprises three main branches—collegiate, secondary and primary, the general control of which is vested, under Government, in the Director of Public Instruction. The immediate control, particularly as regards internal administration, of Government arts and professional colleges, rests with the principals and that of high schools with the head masters. The Divisional Inspectors, however, exercise some general supervision and control over high schools as they are charged with the duty of inspecting them and reporting on their buildings and equipment, staff, teaching, management, etc. The Government middle schools and primary training colleges for vernacular masters and mistresses are managed by their respective heads who are, however, subordinate and directly responsible to the Divisional Inspectors in all matters of administration. The control of Government and district local board primary schools is left to the Divisional Inspectors, who are assisted in their administration of district local board primary schools by the District Deputy Inspectors. The administrative unit is the district and all the primary schools in it are directly administered by the Deputy Inspector. In his work of inspection of these schools the Deputy Inspector is assisted by a staff of Assistant Deputy Inspectors. The question of the transfer (under certain conditions) of district local board schools to the direct control of district boards is under consideration. The general supervision of technical and industrial institutions in the Presidency is entrusted to the Committee of Direction for Technical Education, composed of officials and non-officials and constituted in 1913.

II.—The Services.

40. The departmental officers fall into three classes—(i) the Indian Educational Service, (ii) the Provincial Educational Service, and (iii) the Subordinate Educational Service. There are besides a few officers who hold posts outside any of these recognised classes. So far as this Presidency is concerned, officers in the Indian Educational Service are Europeans, most of whom were recruited in England, while those in the Provincial Educational Service and Subordinate Educational Service are Indians recruited locally.

41. (i) The Indian Educational Service comprises posts as follows:—six inspectorships, the principalships of Government arts and professional colleges, the assistantship to the Director of Public Instruction, 16 professorships, four head-masterships, two inspectress-ships and three lady superintendentships of Vernacular Female Training Colleges. In addition to their ordinary pay, certain Inspectors and Principals receive special personal allowances. There are two senior allowances of Rs. 250—50—500; three junior of Rs. 200—10—250. Of these allowances, one senior and one junior are reserved for senior Inspectors, and the rest for senior Principals. As some compensation for hardship caused by the postponement of the consideration of the recommendations of the Public Services Commission, special temporary allowances of Rs. 150 or Rs. 100 have also been granted since last year to four officers, all Principals of Colleges. The pay of the European Inspectresses of Girls' schools and of those Lady Superintendents of the Vernacular Training Colleges for Women who belong to the Indian Educational Service is at special rates. That of the Inspectresses is Rs. 300—40—500, that of the Lady Superintendents at Poona and Ahmedabad is Rs. 350—30—500, and that of the Lady Superintendent at Dharwar Rs. 250—10—300. The average pay of officers in this service is Rs. 772·9 per mensem.

42. (ii) The Provincial Service comprises one Inspector and one Inspectress, most of the college professors and lecturers, the "Head Assistant" to the Director of Public Instruction, almost all high school head masters, the principals of all Vernacular Training Colleges for Men, the Vice-Principal, Secondary Training College, Bombay (since abolished), the Lady Superintendent of the High School for Indian Girls, Poona, and the Lady Superintendent

of the Vernacular Training College for Women at Hyderabad. There are two posts only of Rs. 700 per mensem for officers in the Provincial Educational Service—one for an Indian Inspector and one for the senior college professor. These are the highest posts available to any officer in the Provincial Educational Service. The lowest grade of pay in this service is Rs. 200 per mensem. The pay of head masters of high schools, all of whom are included in the Provincial Educational Service, ranges from Rs. 200 to Rs. 500; that of the heads of vernacular training institutions for men from Rs. 400 to Rs. 500; that of professors from Rs. 350 to 700; and that of lecturers from Rs. 200 to Rs. 300. The pay of the Inspectress of Urdu Girls' schools, and the Lady Superintendents of the Training College for Women, Hyderabad, and the High School for Indian Girls, Poona, is special, viz., Rs. 200—20—300, and Rs. 250—10—300 respectively. The average pay of an officer in the Provincial Educational Service is Rs. 366-8 per mensem.

43. (iii) The Subordinate Service consists of Personal Assistants to the Divisional Inspectors, Deputy Inspectors and their Assistants, Vice-Principals of Training Colleges, head masters of middle schools, assistant masters in secondary schools and training colleges, assistants and demonstrators in arts and professional colleges, assistants in other special schools, clerks and so forth. The pay ranges from Rs. 20 to Rs. 400. The Personal Assistants to the Inspectors draw Rs. 240; the Deputy Inspectors draw from Rs. 200 to Rs. 400, the Vice-Principals of Vernacular Training Colleges generally Rs. 200; head masters of middle schools from Rs. 150 to Rs. 250; the Assistant Deputy Inspectors from Rs. 75 to Rs. 150; the assistant teachers in secondary schools and training institutions from Rs. 50 to Rs. 150; clerks draw from Rs. 25 to Rs. 150; while gymnasts in secondary schools start on the lowest pay, viz., Rs. 20. Proposals for the revision of the pay of these last are under consideration. The average pay of Subordinate Service officers is Rs. 78 per mensem.

44. (iv) Among the unclassified posts are the two lecturerships of French in the Elphinstone and Gujarat Colleges, the lecturerships at the Government Law School and the Sydenham College of Commerce and Economics, Bombay, and a few others. The average pay of these unclassified officers is Rs. 399·1 per mensem.

45. **Numbers in the services.**—There are 38 officers in the Indian Educational Service excluding the Director of Public Instruction, 2 officers lent to the D. J. Sind College, Karachi, and 2 serving as Principal and Vice-Principal of the Rajkumar College, Rajkot. Of these none is an Indian. There are 47 officers in the Provincial Service, of whom 44 are Indians and 3 are members of the domiciled community. The Subordinate Service consists of 1,231 officers including 309 clerks. The total number of unclassified posts is 23. The following table shows the numbers of officers (excluding clerical establishments) belonging to the different services and their average pay per mensem:—

Service.	Number of officers.			Average pay in rupees to one place of decimals.
	European or domiciled community.	Indian.	Total.	
Indian Educational Service	38	.....	38	772·9
Provincial Educational Service	3	44	47	366·8
Subordinate Educational Service	3	919	922	78·0
Unclassified posts	5	18	23	399·1
Total ...	49	981	1,030	134·0

46. **Improvement of conditions.**—The conditions of service in the Subordinate Service have been considerably improved during the quinquennium. The minimum pay of assistant masters in secondary schools and training institutions has been raised from Rs. 30 to Rs. 50; salaries of drawing teachers have been made progressive from Rs. 40 to Rs. 100; additional grades of Rs. 80 and Rs. 125 have been added to the assistant masters' cadre; the number of posts of Rs. 150 for assistant masters in high schools has been raised from 9 to 18 and similar posts have been created for

Assistant Deputy Inspectors. The salaries of training college principals and deputy inspectors have also been revised and brought into line with those of head masters of high schools with a view to precluding the necessity of transfer from the inspecting to the teaching line. The pay of the officers in the teaching and inspecting lines has been made personal to prevent frequent transfers from place to place. This has not been done for the clerical establishment and in consequence much inconvenience is felt. The system of promotions has been much discussed and more than once changed during the quinquennium but the results attained seem to have given little satisfaction to those concerned. The inspecting staffs have been strengthened on the basis of one Assistant Deputy Inspector for 5,000 pupils to be examined. Clerical establishments have been considerably improved and strengthened, so that there is now a clerk in every Government high and middle school and there are as many clerks in a Deputy Inspector's office as there are inspecting officers for his district. This measure was intended to relieve inspecting officers of routine clerical work but it is doubtful whether even now sufficient relief has been afforded to officers of this class.

47. **Teachers not in Government employ.**—Government services, however, form but a small fraction of the total number of educational employees. Out of the total of 29,380 teachers shown in table IX, only 650 are in Government employ; 15,601 are in the employ of district local boards; 6,053 in that of municipalities; while 7,076 belong to privately managed institutions. Of these, only those in Government service and those employed in district local board and municipal primary schools have provision made for their pension. The service of the rest is non-pensionable; nor, except in very few cases, does any provision for old age in the shape of a provident fund exist. The Deccan Education Society, the Surat Sarvajanik Education Society, the New High School, Bombay, the Bishop's High School, Poona, are among the few institutions in which well considered schemes have been applied. Mission Societies have their own arrangements for members of their respective Missions. The proposed Government Provident Fund for teachers in private employ will doubtless meet a long-felt need. Appendix III shows the classification of teachers in private employ and their average pay.

III.—Inspection.

48. **Grades and kinds of the inspectors.**—The Educational Inspector is the head of the Government inspecting staff in each division of the Presidency. Below him are Deputy Educational Inspectors for the districts and next below them come Assistant Deputy Educational Inspectors for the different sub-divisions of the districts. Thus, there are four Educational Inspectors for the four administrative divisions of the Presidency, 26 Deputy Inspectors for 26 zillas or districts, and 115 Assistant Deputy Educational Inspectors. There are besides several other inspecting officers provided specially for certain communities or subjects or for special objects. For the Presidency we have the Inspectors of European Schools, of Science-teaching, and of Drawing. The Indian Educational Service Inspectresses are allotted one to Bombay and the Northern Division, and the other to Sind; the Inspectress of Urdu Girls' Schools visits in the Central Division only. The Deputy Inspectors of Urdu Schools, Central Division and Southern Division, the Deputy Inspector of Mulla schools in Sind and two Deputy Inspectors for Bombay are not included in the 26 mentioned above. The following table shows the total strength of the inspecting staff in this Presidency:—

	Inspectors.	Assistant Inspectors.	Deputy or District Inspectors.	Sub-Inspectors or Assistant District Inspectors or Sub-Deputy Inspectors.	Assistant Sub-Inspectors.	Superintendents of elementary schools.	Inspecting Pandits.	Special Inspecting officers.	Inspectress for Technical and Industrial Education.	Inspectresses.	Assistant Inspectresses.	Sub-Assistant Inspectresses.	Total.
Bombay ...	4	...	31	115	...	...	...	3	...	3	...	...	156

49. The Educational Inspector inspects high schools, Government middle schools and primary training institutions, and visits as many institutions of other classes in his division as possible. The Deputy Inspectors with the help of Assistant Deputy Inspectors arrange for the examination or inspection of all public primary schools, most middle schools and certain other minor industrial and technical schools in their districts. They assist in the inspection of high schools in their districts, as well as in the Scholarship, Vernacular Final, and Training College Examinations. The examination of normal classes in the district is also held by the district inspecting staff. They visit private schools and in deserving cases advise managers to get them registered. They hold conferences of teachers, explain the methods to be followed in the teaching of different subjects, watch model lessons being given by teachers, criticise these lessons, and give model lessons themselves. In the schools inspected or visited by them they direct and guide the work of teachers and leave notes in the log-books for their guidance. They re-visit these schools to see how far the instructions previously given have been followed. One of their most important duties during inspection tours is to increase the number of pupils in the schools by advice to the villagers. Another important part of their work is to pay surprise visits to schools, to ascertain whether the teachers are at their posts and to gain an insight into the normal working of these institutions. They study the educational needs of their charges, visit villages that are likely to support schools, and make enquiries as to whether special facilities should be afforded to backward communities. The inspecting staff of each district is provided with lanterns and lectures illustrated by lantern slides are frequently given. They are expected to keep in touch with the higher revenue and other district officers, to discuss educational questions with them, and to invite their co-operation in any important educational question that may be under consideration at the time. The Inspector of European schools, the special Inspectors of Science-teaching and Drawing, the Inspectresses of Girls' schools, the special Mahomedan Inspectress of Urdu Girls' schools, the special Mahomedan Deputy Inspectors of Urdu schools and the Bombay Deputy Inspectors are not administrative officers in the same way that the Divisional Educational Inspectors and the District Deputy Inspectors are: they are purely inspecting officers, whose duty it is to go round and inspect the schools in their charge and to report on them with such recommendations for their improvement as they think necessary.

50. **Cost of inspecting agency.**—The cost of the inspecting agency in this Presidency has risen from Rs. 4,55,602 in 1911-12 to Rs. 6,50,680 in 1916-17 and represents 4·2 per cent of the total expenditure on education and 5·2 per cent of the direct cost. The increase in the cost of inspection is due to the creation of the special posts of Inspectors for Science-teaching and Drawing, of the Inspectress for Urdu Girls' schools in the Central Division, and of the Deputy Inspectors for Urdu schools in the Central Division and for Mulla schools in Sind. The cost of inspection per institution comes to Rs. 57·2 as against Rs. 44·2 in 1911-12. The cost of inspection and direction amounted in 1916-17 to Rs. 7,37,326 as against Rs. 5,21,482 in 1911-12 and bore a ratio of 4·7 per cent to the total expenditure on education and of 5·9 per cent to the direct cost. The cost of inspection and direction per institution came to Rs. 64·7 in 1916-17 as against Rs. 50·5 in 1911-12.

51. **Changes in organisation.**—In the early part of the quinquennium a scheme for the localisation of Assistant Deputy Inspectors was introduced. Under this scheme the Deputy Inspectors are required to divide their districts into "beats" and to place each in charge of a separate Assistant Deputy Inspector. The object is to enable each inspecting officer to remain for the greater part of the year in his own beat and thus to gain closer knowledge of the schools in his charge and to undertake more frequent visits. It was intended at the beginning to make the centre of the beat the Assistant Deputy's head-quarters and to give him a small office establishment with a view to enabling him to work within his own beat. Various difficulties have prevented the change. The localisation of Assistant Deputy Inspectors has thus been only partially carried out. The Inspector, Southern Division, reports that schools, which prior to the introduction of the 'beat system' received only one

visit a year and that too at the time of inspection, became objects of more frequent attention and that surprise visits rendered slack teachers more alert and attentive to their duties. In order to obtain better value for money spent on the inspecting staff it seems desirable to allow a conveyance allowance to each inspecting officer as is done in the Public Works, Postal, Excise, and other departments, and require him to maintain his own conveyance all the year round for touring purposes.

(*a*) *Increase in numbers.*

52. In addition to the new posts of Inspectors, Deputy Inspectors, etc., created during the quinquennium the subordinate inspecting staff was also strengthened by the sanction of several new assistant deputy inspectorships. The rough standard of inspection work expected from an officer is the inspection of 3,000 pupils in the case of a Deputy Inspector and 5,000 pupils in the case of an assistant deputy inspector. Moreover, in certain parts exceptional difficulties as in travelling necessitate the provision of additional assistant deputy inspectors irrespective of the number of pupils to be examined, e. g., in Ratnagiri and Panch Mahals. Two more assistant deputies have already been sanctioned for the former district but their appointment is held up owing to the war.

(*b*) *Co-ordination.*

53. In 1915 the Divisional Inspectors in view of their heavy administrative and inspecting work were temporarily given Personal Assistants. These have everywhere proved useful and have relieved the Inspectors of a considerable portion of their routine office work. It was proposed during the quinquennium to create a new inspectorate for Bombay and include in it the neighbouring districts of Nasik, Thana, Ratnagiri and Kolaba, and thus to lighten the heavy charges of the Inspectors, Central Division, Northern Division and Southern Division. The proposal has been sanctioned but is held up owing to the war.

(*c*) *Method of Inspection.*

54. Since the abolition of capitation grants based on examination results by the Grant-in-aid Code of 1903, the method of inspection rather than of examination, full and detailed in each subject and of each pupil, has been adopted as the means of judging the work and general efficiency of all aided and recognised schools. To Government secondary schools also the same principle is applied, and the head masters are not required to await a regular examination of their schools from the inspecting staff for the purpose of class promotions. They arrange for the examination of their schools themselves and the Inspector at his annual or other visits inspects the institutions, tests their progress and general working, satisfies himself that the class promotions have not been injudiciously made, and offers such criticism as he considers necessary. In the case of district local board and municipal primary schools the rule ordinarily followed is that of examination and inspection in alternate years for schools of established efficiency and full examination of the rest, the vernacular standard IV being required to be always fully examined. Much inconvenience is felt as the result of discrepancies between the vernacular and Anglo-vernacular school years and the delay which is entailed on many vernacular pupils who seek admission to English schools. It is possible that by the wider substitution of inspection for examination in approved vernacular schools of the IVth standard or higher status the various school years might be better co-ordinated and the difficulties at present existing largely obviated.

(*d*) *Specialisation.*

55. The appointment of Inspectors of Science-teaching and Drawing, of the Inspectress of Urdu Girls' schools and the Deputy Inspector of Urdu Boys' schools in the Central Division, and of the Deputy Inspector for the Mulla schools in Sind have relieved the Divisional Inspectors concerned of considerable responsibility in matters of which they profess to possess little knowledge and have added greatly to the efficiency of departmental inspection. The appointment of a directress of physical training in girls' schools is under consideration; that of an inspector of training institutions has been mooted;

and that of assistants to the Inspectors of Science-teaching and Drawing is being pressed for consideration.

(e) *Medical Inspection.*

56. A scheme for the medical inspection of pupils in secondary schools and training institutions in this Presidency has been already drawn up and approved by the Secretary of State for India but its operation has been withheld owing to the present financial stringency. Details of the scheme are given under Secondary Education in a subsequent chapter. The question of making some definite arrangements for the medical supervision of boarders in hostels attached to aided institutions has received attention. The number of aided and recognised schools (chiefly secondary) which weigh and measure their boys and have them medically examined is on the increase. One school in Poona annually examines every boy in respect of his height and weight and personal physiological condition, reporting to parents when necessary. No scheme for the medical inspection of children in primary schools has yet been formulated, but the Bombay Municipality arranged for a medical examination of children and teachers in the Municipal schools in 1914-15. Another experimental examination to be continued for three years has been decided on; and a staff of three doctors—two male and one female—and a nurse has been employed from the 1st March 1917.

IV.—Other Agencies.

(i) *Civil Officers.*

57. The District Collectors continued to be the Presidents of the district local boards and, as such, the final authority sanctioning the Educational budgets of the boards. From the beginning of the current official year, 1917-18, a non-official gentleman has been appointed President of the Poona district local board. The Commissioners of the divisions are the final authority in certain municipal matters, e. g., the sanctioning of the establishment schedules. The Sanitary officers of Government also are now consulted as to the selection of sites for school buildings, approval of school plans, etc. The relations of the Educational officers with all these different departmental officers have been of the best.

(ii) *Local Bodies.*

58. Most of the primary schools in this Presidency are maintained by local bodies. Their powers in regard to the administration of these schools, their financial arrangements, and the Government subsidies to them will be dealt with in the chapter on Primary Education. Generally, municipal bodies, if not conspicuous for initiative, are willing to do the best within their income for the education of the children in their areas, and departmental requirements receive careful consideration when the expenditure involved is not large. Many of the municipal buildings, however, are far from satisfactory, and the provision of playgrounds is most inadequate. It is sometimes complained, and with some truth, that girls' schools are not generously treated. Girls' schools are usually a later growth and have to exist on what is left over when boys' schools are provided for. In many municipalities the schools would profit by more frequent visits from members of the School Board. Visits to local board schools from non-official members of the board are still rarer. The Bombay Municipality, which finances and administers its own schools and has its own curriculum, has a full-time Secretary for its Schools Committee and supervising officers. Appendix IV shows institutions of all classes maintained or aided by municipalities.

(iii) *Private Agencies.*

59. Private agencies comprise Mission bodies, various local Education Societies and Committees, and individual managers.

60. **Missions.**—A statement showing the various Missions and the schools managed by them will be found under Appendix V; it has proved too long to be conveniently inserted here in the text of the report.

The number of institutions managed by these various missionary bodies and the large number of pupils attending them testify to the extent and value of the educational work they are doing.

61. The institutions managed by enemy missions were in August 1915 divided into two classes: (1) those to which it was considered desirable that

the Government grants should continue to be paid on condition that all hostile aliens were discharged from the staff before the 4th November 1915; and (2) those from which the Government grants should be withdrawn. In making this classification, the first consideration borne in mind was whether it was desirable that the institutions themselves should be allowed to continue, so that there might be no undesirable dislocation in the educational work carried on in the Presidency. Accordingly, important institutions such as the St. Xavier's College and High School, certain convents, etc., were allowed to continue on the aided list on the withdrawal of enemy subjects from their teaching staff. Smaller institutions, on the other hand, such as the Basel Mission schools in the Southern Division, the disappearance of which would not affect the general educational work in the Presidency, were removed altogether from the aided list from April 1916. Some of these have ceased to exist without any perceptible ill-results; others are still carrying on unaided.

62. **Other societies.**—Among institutions maintained by special educational or philanthropic societies may be mentioned those of the Deccan Educational Society, the Shikshana Prasarak Mandali, and the Poona Native Institution, all belonging to Poona and exercising a wide influence over the education of the youth of the Deccan; the Ahmednagar Education Society; the Seva Sadan, Poona and Bombay; the Sir J. J. Parsi Benevolent Institution, the R. J. J. Schools and the Gokuldas Tejpal Schools, Bombay; the Sarvajanik Education Society, Surat; the Navalrai Hiranand Academy and the Nava Vidyalaya, Hyderabad, and the Hindu Reform Association in Sind; the Lingayat Education Association, Belgaum; the Karnatak Education Society, Dharwar; etc. All these institutions are carrying on useful work, of either primary, secondary or collegiate character. Their activities are naturally conditioned by the aims of their institution, the outlook of their managers and the amount of funds at their disposal. The largest collegiate institution in the Presidency is the Fergusson College and the largest aided secondary school is the New English School, Poona, both managed by the Deccan Education Society.

63. **Proprietary schools.**—Such institutions are numerous. They represent the private enterprise of individuals—actuated largely by personal aims. Some of them, however, are doing really good work, while others are badly managed and need radical improvement. It is worthy of note that the largest secondary school in the Presidency—maybe in India—is the New High School, Bombay, a proprietary institution with over 2,000 boys.

64. **Number of privately managed institutions.**—The number of privately managed institutions fell from 2,570 to 2,563 during the quinquennium. Of these, 5 are colleges with 3,624 pupils, 375 are secondary schools with 55,285 pupils, and 2,077 primary schools with 107,095 pupils. These, together with other institutions of various kinds, total 2,563 with 171,738 pupils.

65. **Financing of privately managed institutions.**—These institutions depend largely on fees and subscriptions and partly on Government grants. The following table shows the contribution to their expenditure from each of these sources:—

Year.	Grant from public funds.	Fees.	Subscriptions, endowments, etc.	Total.
	Rs.	Rs.	Rs.	Rs.
1911-12 ...	8,80,361	13,32,117	13,70,203	35,82,681
1916-17 ...	13,37,869	18,76,101	17,35,420	49,49,390

The percentage of Government grant to the total expenditure rose from 20·7 to 23·3, that of fees from 37·2 to 37·9, while that of subscriptions, etc., fell from 38·2 to 35·1. Most of these institutions have very limited funds of their own, in many cases none at all.

66. Privately managed institutions occupy a large part of the field in collegiate and secondary education; primary education is almost monopolised

by board schools. The former are of undoubted value as relieving public funds to a very large extent of the cost of maintenance of numerous institutions of the collegiate and secondary types at different centres of the urban population. The value of the education given in privately managed institutions may not be—often is not—all that could be desired, but its failure is not seldom due to lack of funds rather than to absence of ideals.

(iv) *University.*

67. The work of the University which practically controls the whole field of collegiate education will be dealt with in the next chapter.

(v) *Committees, etc.*

68. In this Presidency Government institutions are not subordinated to so-called Governing Bodies of an external character. There are, however, Advisory Committees for the College of Engineering, Poona, and the Sydenham College of Commerce, Bombay, but they are purely consultative. There is also a Board of Visitors for the Government Law School, Bombay, but it is also advisory. Municipal schools are managed by School Committees formed from among the members of the municipal corporation, while district local board primary schools are directly administered by the Educational Department. Privately managed institutions conducted by Missions, Educational Societies, etc., have their own boards or committees of management. Nothing has been done to secure the co-operation of ladies in the management of public schools though it is very desirable to do so. For each district local board primary school there is a school committee composed of leading members of the locality and appointed by the District Deputy Inspector in consultation with the district Revenue authorities; but these are only visiting committees.

(vi) *Text-book Committees.*

69. Text-book Committees will be dealt with in a subsequent chapter.

CHAPTER III.

UNIVERSITY.

I.—General.

70. **The Act of 1904.**—The quinquennium has been for the University of Bombay a period of marked progress along lines indicated by the Indian Universities Act of 1904. It has, in large measure, been rendered possible by the grants made by the Government of India since the passing of the Act. The acrimonious controversy raised by the findings of the Universities Commission is a thing of the past and the true interests of the University are now beginning to be recognised by all. Owing to the reduction in its size, the increase of the educational element among its members and the limitation of their period of office the Senate has now become a more practical body; greater interest in its working has been aroused; and questions of higher education are now more generally considered on their own merits.

71. **Numerical progress during the quinquennium.**—The increases in the number of students attending colleges affiliated to the University, in the passes at the various degree examinations, and in University expenditure during the quinquennium, were as follows:—

	1911-12.*	1916-17.*
Colleges ...	12	13
Pupils ...	4,544	6,695
Passes at the B.A. Examination.	406	577
Do. B.Sc. do.	26	35
Do. B.Com. do.	.....	26
Do. B.E. Civil do.	8	45
Do. L.C.E. do.	16	
Do. B.E. Mechanical Examination ...	.....	2
Do. M.B. B.S. Examinations—		
Part I ...	14	77
Part II ...	4	86
Do. L.M. & S. Examination ...	55	33
Do. B.Ag. do.	22	30
Do. LL. B. do.	178	158
University expenditure ...	Rs. 2,07,618	Rs. 2,32,466

The above figures indicate (among other things) a still increasing demand for the Arts qualification but also an enhanced interest in scientific studies due to the reorganisation of the various scientific courses. The decrease in the legal product may be due to greater stringency in the examinations.

72. **Growth of new ideals.**—The rapid increase in the number of students seeking higher education has led to the creation of two new Arts Colleges—one at Poona last year and one at Dharwar in June 1917—and a demand also is being made in some quarters for the establishment of a local University at Poona to cater for the needs of the large numbers of students flocking to the Poona colleges. Ahmedabad is another important town which as both an industrial and educational centre will sooner or later claim to be taken into consideration when the redistribution of University facilities has been brought within the bounds of practical politics. Professor D. K. Karve, late of Fergusson College, has already launched an ambitious scheme for an "Indian University for Women," with the active sympathy and co-operation of men like Sir R. G. Bhandarkar and Mr. R. P. Paranjpye. The aim seems to be to give higher instruction to women through the vernacular (at the outset, apparently, through Marathi only) and to adapt it to their special needs. The movement is entirely on independent lines and does not seek recognition or aid from Government.

* Excluding statistics of colleges situated in Baroda and other Native States.

II.—Organisation.

73. **Faculties.**—Since the close of the quinquennium the proposed creation of a new Faculty of Science has been carried into effect by separating Science from Arts and grouping it and Engineering and Agriculture together.

74. **The Syndicate.**—The Syndicate is the executive body of the Senate. During the quinquennium no important change in its constitution was undertaken. But a movement for revision has since been brought to fruition. If the new arrangement is approved, the Syndicate in future will consist of 17 members, of whom the Vice-Chancellor and the Director of Public Instruction will be ex officio, and 15 elected—4 by the Faculty of Arts, 3 by the Faculty of Science, 2 by the Faculty of Medicine, 2 by the Faculty of Law, and 4 by the Senate. Of those elected, not less than 7 Syndics will be heads or professors of colleges.

75. (*a*) *Recognition of schools.*—The University itself recognises schools for the purposes of Matriculation, and is not bound to abide by the decisions of the Educational Department in this matter. Usually, it refers every application received from a school for recognition to the Educational Department and generally follows the line adopted by the Department with regard to it. But sometimes it happens that when the Department declines to place a school on its recognised list, the University, on the other hand, on the recommendation of its own Inspection Committee is induced to do so.

76. (*b*) *Matriculation.*—The University still holds its own Matriculation Examination but under certain conditions also recognises the European High School Examination and the Oxford and Cambridge Senior Local Examinations for the purposes of Matriculation. The Matriculation Examinations of the Calcutta and Allahabad Universities only are recognised as equivalent to the Bombay Matriculation. The question of the equivalence of the Matriculation of other Indian Universities is under consideration. The suggestion made by Sir Alfred Hopkinson of Manchester, who was invited to advise on University work, that a Joint School Leaving Examination should replace both the present University Matriculation and the Departmental School Final Examinations, has been under prolonged discussion. Since the close of the quinquennium a scheme by which effect may be given to Sir Alfred's suggestion has been completed and is now before the University and Government. When the new examination comes into being, the long-standing evil of secondary school pupils being subjected to two similar and almost simultaneous examinations at the hands of two different bodies will disappear.

77. (*c*) *Inspection of colleges.*—The organisation of a system of collegiate inspection is now accepted as a not unwelcome change. It sets up a reasonably uniform standard of efficiency for all colleges and tends to stimulate efforts in that direction. A certain irreducible minimum of requirements in respect of accommodation, staff and equipment is thus fixed—a minimum with which every new college must seriously endeavour to comply before it can hope to be affiliated. The Inspection Committee's reports would be of more use if they were published more promptly after inspection.

III.—Courses, Examinations and Degrees.

78. **The courses.**—As regards the courses, the quinquennium has witnessed a thorough-going reform. While Science has been left as an optional subject for candidates for the Arts degree, better graduated and more specialised courses have been provided for those who devote themselves wholly to Science. A degree in Hygiene has been instituted and, quite recently, one in Teaching has been approved.

79. **Modifications of courses.**—(*a*) *In Arts.*—The new Matriculation regulations came into force in 1913. Under these and subsequent modifications the passing standard has been raised to 33 per cent of the total marks and 33 per cent is required in each English and Second Language paper separately. The Vernaculars, Elementary Science and Geography have been omitted from the list of examination subjects; the idea being to reduce the burden on the examinees, head masters being required to certify that candidates have received proper instruction in these branches of knowledge. Thus, candidates are to

be examined only in English, Second Language, Mathematics and Elementary History of England and India. These reforms, however, have by no means given general satisfaction, and in the revised scheme of examination for the Joint School Leaving Certificate certain modifications in the existing system may be expected. The old University Previous Examination has been replaced by the First Year's Examination and the power of conducting it has been delegated to the college authorities. The principal changes in the course for this examination are the addition of Elementary Trigonometry to Geometry and the substitution of Elementary Physical Science, practical as well as theoretical, for Roman or Grecian History. These changes were the subject of much controversy and are still liable to penetrating criticism on the part of experienced teachers. Each Arts College now examines its own pupils at the end of the first year and awards to the successful candidates certificates entitling them to proceed to higher studies in Arts and Professional Colleges. But the last report of the College Inspection Committee asserted that this arrangement is not working satisfactorily and there are some who desire it to be modified, if not abrogated. The end of the first year at college marks the close of general education and the beginning of specialised instruction in subjects—literary, scientific and professional. The Intermediate Arts Course has been considerably modified. For the two papers in Mathematics (with Physics) and Deductive Logic, have been substituted a paper on Indian History and Administration and a paper on either Mathematics or Logic, Deductive and Inductive, the latter alternative courses being considerably extended. For the B.A. there are now two courses—a pass course and an honours course. The old B.A. course included three compulsory subjects—English, Second Language, History and Political Economy, and one optional subject in which four papers were set. The new course requires compulsory English and one optional group (which may be taken for either pass or honours) out of a list of six groups. Except in Mathematics the honours syllabus is only distinct from the pass in that honours candidates have to take additional papers. In Mathematics there are seven honours papers distinct from the four pass papers. When the new courses were first introduced, fears were expressed lest the new pass course should cheapen the B.A. degree. Many persons of judgment still think the pass course too narrow for a degree. In the beginning 1st, 2nd and 3rd class honours were given. But now only 1st and 2nd class honours are given and honours students failing to attain the latter may choose whether they will accept a pass degree or will appear again for honours. Students appearing for a pass degree are not classed, and hence they lack any incentive to work beyond the minimum pass standard. A conference of the principals of Arts Colleges held in March 1916 animadverted strongly on the unsatisfactory character of the pass course and proposed a revisionintended to, widen the course without depriving the student of his options. The Senate however, preferred to give the existing system a longer trial. The M.A. course has been definitely constituted a two years' one, and is such that its teaching can only in part be undertaken by the colleges. University courses in History, Economics, Philosophy, Sanskrit and Persian have been devised; and in the living languages—French, German and Persian—provision has been made for an oral test at the B.A. and M.A. Examinations.

80. In the course for the Intermediate Examination in Commerce, Geography has been substituted for the difficult subject of Mercantile Law which was transferred to the final course. The course for the B.Com. Examination was also rearranged, and certain subjects, such as Administration, Finance and Statistics, were added to it.

81. (*b*) *Science.*—In Science, the old Science course consisted of a two years' Intermediate followed by a one year's B.Sc. course. The Intermediate course included five compulsory subjects and the B.Sc. two optionals out of a list of seven. The present course comprises one year for the Intermediate (one group of three more or less related subjects to be chosen out of four more or less interlinked groups) and two years for the B.Sc. (one group of two subjects to be selected out of 7 groups and one subject to be treated more fully than the other). The M.Sc. degree has been instituted, and may be taken two years after the B.Sc. Thus, the Science courses have been

radically changed, even to the extent of omitting English as a compulsory subject in the Intermediate Science Examination. The old course was never popular, but it will take some time for the new course to achieve much success. For the first Intermediate Science Examination held under the new rules in 1913, 50 students appeared. They increased to 91 in 1914, to 117 in 1916 and to 174 in 1917.

82. With a view to the assimilation of the Intermediate Science Examination and Preliminary Scientific Examination for the degree of M.B., B.S., the curriculum in Chemistry at the former examination and that in Biology at the latter have been revised and brought into line; and admission to the Preliminary Scientific Examination which was till lately restricted to students of the Grant Medical College is now thrown open to such students as have received instruction in Physics, Chemistry and Biology in other colleges duly recognised for the purpose.

83. The course of Agriculture has been rearranged in accordance with the suggestion of Sir Alfred Hopkinson. In Agriculture there are now two examinations (instead of three) leading to the Degree of Bachelor. The instruction given in Science subjects in Arts Colleges has been reorganised with a view to enabling B.Sc.'s to secure exemption from the Intermediate Examination in Agriculture and in order to attract better qualified men to the Agricultural line. Optional subjects are also now allowed at the B.Ag. Examination.

84. With a view to making the Engineering Examination more practical and better adapted for recognition by English Institutions proposals under which the courses have been revised and the period of study has been extended from three to four years have been approved but have not as yet been put into actual practice.

85. (c) *Law.*—In Law, the teaching of Law is concentrated at the Government Law School, Bombay; and proposals for its reorganisation are before Government.

86. To encourage post-graduate study and research in Science, Agriculture, Medicine and Law the degrees of M.Sc., M.Ag., M.S., B.Hy., D.Hy., and LL.M. have been instituted.

87. It will thus appear that the University has endeavoured during the quinquennium to insist on a certain irreducible minimum of Science instruction for all students, room for it being made by the omission of Roman and Grecian History from the first year's examination; to concentrate higher Science teaching in such colleges only as are really adequately equipped and staffed for the purpose; to correlate the courses in different related subjects; and to create facilities for higher study and research.

88. **Attainments of students.**—The unsatisfactory character of the teaching in most of the aided and unaided secondary schools reacts most seriously on the quality of work in the first year at the University and, as the Principal of the Gujarat College remarks, the junior college classes are in consequence rapidly becoming little better than indifferent school classes. The problem, however, is difficult of solution, as it involves the transfer of the lower collegiate work to high schools, which in order to be able to undertake the higher work would have to be provided with a superior staff and much better equipment. There is also another serious difficulty to reckon with, viz., public opinion, which would view with disfavour any step in this direction as an attempt to curtail the legitimate province of the University. An informal conference dealing with the relations between the lower stages of collegiate and the higher of school education was held in 1916 but proved abortive since principals of both colleges and schools were unwilling to support proposals for the devolution of lower collegiate work.

IV.—University Teaching.

89. Until the passing of the Universities Act of 1904 the Bombay University, like all others in this country, was an examining body. Since then it has acquired the right itself to organise and extend University teaching. But, very largely owing to lack of funds, it was not able to undertake its new teaching functions until quite recently. The Government of India grants of

Rs. 55,000 recurring and Rs. 5 lakhs non-recurring received at the beginning of the quinquennium have, however, enabled it to extend its work in these new directions. To start with, in 1913-14 it invited Sir Alfred Hopkinson, Vice-Chancellor of the Victoria University of Manchester, to advise on the whole question of the development of University work on up-to-date lines; and his recommendations have largely influenced its activities since then. The University Library has been enlarged, refitted and rearranged and its whole management has been placed in the hands of a standing Committee of Fellows. A Librarian was specially trained in Europe and was vigorously at work but his recent tragic death has deprived the University of the benefit of his training. In 1914, 15 post-graduate lectures to meet the needs of M.A. students were organised for the first time in History, Economics, Sanskrit, Persian and Philosophy. It is understood that the Syndicate is now considering the continuance of this scheme. A beginning has also been made in obtaining eminent professors from Europe and elsewhere to deliver lectures and hold conferences on important subjects. In March 1914 Professor Ramsay Muir of the Manchester University held a series of conferences on the teaching of History, and about the same time Professor Smithells of the Leeds University delivered a course of lectures on the teaching of Chemistry. In 1915 Professor Geddes held a series of lectures on the Evolution of Cities, and in 1916 Dr. Moulton of Manchester lectured on Aryan Antiquities. The offer of a further annual grant of Rs. 12,000 made in 1914 by the Government of India has rendered it possible for the University to decide on the establishment of a School of Economics and Sociology, and arrangements are being made for the selection of a suitable Professor of Economics with a view to starting the scheme. Since 1914-15 a Research Fund has been established, from which grants to students of research are awarded. During the year 1915-16 a total amount of Rs. 1,200 was thus distributed amongst four students for research on such subjects as "Ancient Indian History from 600 A.D. to 1200 A.D.," "Isolation of the Alkaloids from the seeds of इन्द्रजव,"* "Papers bearing on the times of Shivaji and his ancestors," etc. But the work of University teaching cannot be satisfactorily undertaken without a suitable University building for the purpose. Hence, the erection of a building estimated to cost over five lakhs has been decided on, plans for it have been already prepared and duly approved, and building operations are expected to commence in the course of the current year. When this is completed, the University will be in a position to find a local habitation for the University professors and lecturers and their pupils and to arrange adequately for post-graduate education. Some part of the M.A. teaching will then be transferred from individual colleges to the University. It may then also be easier to organise a system of inter-collegiate lectures, e.g., in the subjects prescribed for the B.A. honours, etc.

V.—Numerical Progress, etc.

90. **Numbers of institutions and students.**—Though institutions situated in Native States are excluded from consideration in this report, they fall within the jurisdiction of the University. If they are taken into account the number of affiliated Arts and Professional Colleges comes to 17 and the number of students attending them to 8,061, giving an average of 474 students for each college. The schools recognised by the University number 212 and their pupils 67,526, which gives an average attendance of 319 per school.

91. **Number of examinees.**—The number of those who appeared and passed at different stages in 1916-17 were:—122 and 66 at the Master's stage, 2,162 and 1,191 at the Bachelor's stage, and 2,120 and 1,269 at the Intermediate stage. The total numbers who appeared and passed in the University examinations at the different stages were thus 4,404 and 2,526. Of the successful candidates, 2,086 were Hindus, 243 Parsis, 88 Mahomedans, 89 Indian Christians, 10 Europeans or Anglo-Indians and 10 of other races and religions. At the University Matriculation 5,382 appeared and 1,874 passed, i. e., 34·8 per cent. The numbers of those who took the Bachelor's degree in different subjects were 696 in Arts, in Science 38, in Law 158, in Medicine 196†, in Engineering 47, in Commerce 26, and in Agriculture 30.

* *Echites or Wrightia antidysenterica.*

† Including licentiates.

92. **Expenditure.**—The total expenditure as shown in table IV was Rs. 2,32,466 as against Rs. 2,07,618 at the end of the last quinquennium. It was largely met from fees, which amounted to Rs. 2,25,244 (as against Rs. 1,58,616 in 1911-12), and partly from Imperial grants which contributed Rs. 55,000.

93. **Imperial grants.**—The grants received from the Government of India since the passing of the Universities Act of 1904 were:—

(*a*) Rs. 10,000 recurring in 1905,

(*b*) Rs. 3,00,000 non-recurring and Rs. 45,000 recurring in 1912,

(*c*) Rs. 2,00,000 non-recurring in 1913, and

(*d*) Rs. 12,000 recurring in 1914 towards the maintenance of a School of Economics.

All these grants to the University have begun to be utilised in various ways for the extension and improvement of University work as described in the preceding section and with fairly satisfactory results.

CHAPTER IV.

ARTS COLLEGES.

I.—Progress in the Quinquennium.

94. **Number of colleges.**—The total number of arts colleges affiliated to the University (excluding 3 in Native States and 1 at Baroda which falls outside the political jurisdiction of this Presidency) remained unaltered, the place of Professor Gajjar's Techno-Chemical Laboratory, Bombay, which disappeared during the quinquennium, having been taken by the second-grade college called the New Poona College opened by the Shikshana Prasarak Mandali, Poona.

95. **Number of students.**—The number of students rose from 3,305 to 4,888, i. e., by 48 per cent, which is an indication of the ever-increasing demand in this Presidency for higher education. All the colleges are full to overflowing and complaints are constantly made regarding the insufficiency of existing accommodation in the college classes and the need of extending it. The pressure has been somewhat relieved by the opening of the New Poona College last year and of a Government second-grade college at Dharwar recently. A proposal is also before the Syndicate for the opening of a second-grade college at Surat.

96. **Management of colleges.**—At the beginning of the quinquennium the Gujarat College at Ahmedabad changed hands, passing from private to Government management. Thus, the number of Government colleges increased from 2 to 3, that of aided ones decreased from 5 to 4. Of privately managed colleges, 2 belong to Missions and 3 to private bodies. The number of students in Government colleges at the end of the quinquennium was 1,264; that in privately managed colleges was 3,624. Thus, only about one-fourth of the students are in Government colleges.

97. **Classification of students.**—Of the 4,888 students, 125 were ladies (the largest number being in Bombay) as against 74 out of 3,305 at the end of the last quinquennium. Thus, while the number of students on the whole increased by 48 per cent, that of lady students increased by 69 per cent. As regards communities, the numbers of each and their percentage to the total number of students are as follows :—

	No.	Percentage to total.
Europeans and Anglo-Indians	44	0·9
Indian Christians	130	2·7
Hindus { Brahmins	2,330	47·7
Hindus { Non-Brahmins	1,659	33·9
Muhammadans	157	3·2
Buddhists	...	...
Parsis	540	11·0
Others	28	0·6
Total ...	4,888	100·0

98. The number of those who passed the University Examinations in 1916-17 are as follows :—

	Europeans.	Indian Christians.	Hindus.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
M.A. ...	...	1	50	2	...	6	...	59
M.Sc. ...	...	...	1	...	...	1	...	2
B.A. ...	3	22	475	23	...	53	1	577
B.Sc. ...	...	1	22	12	...	...	...	35
LA. ...	2	15	642	19	...	50	5	733
I.Sc. ...	...	...	59	...	...	14	...	73

The above figures include 2 Parsi ladies who passed the M.A. Examination. They show that Hindus and Parsis preponderate both in the total of students and in the examination results, and that by far the largest number of students still pursue the B.A. course.

99. **Expenditure.**—Expenditure on arts colleges in the British districts has risen from Rs. 4,52,222 to Rs. 7,75,716, to which Provincial funds and fees contributed Rs. 2,93,828 and Rs. 3,94,549 respectively as against Rs. 1,46,911 and Rs. 2,35,178 respectively at the end of the last quinquennium, i.e., while the Government contribution increased cent per cent, the contribution from fees increased by 67·7 per cent. The balance of Rs. 87,339 was met from other sources, e.g., municipal and local funds, subscriptions and endowments, etc. The average cost of maintaining an arts college has increased from Rs. 56,528 to Rs. 96,964, and that of educating a student from Rs. 147 to Rs. 165 a year. The annual cost per student varies inversely with the number of students. Where the number of students is large, the cost being widely distributed is less than where the number is small; e.g., it was Rs. 383 per head at the Elphinstone College and Rs. 110 at the Wilson College, Bombay, Rs. 318 at the Deccan College and Rs. 87 at the Fergusson College, Poona; at the Gujarat College which is the largest of the Government Colleges it was Rs. 156. While the expenditure on Arts Colleges increased by 71 per cent, the average cost per head increased by 12 per cent only. This wide divergence is in large measure accounted for by the large increase in the number of students. The average annual fee per head increased from Rs. 76 to Rs. 84, i.e., by about 10 per cent, and has thus followed pretty closely on the rise in the *per capita* cost of education. The fee rate varies in different colleges as follows:—it is Rs. 120 per annum in the Elphinstone, Rs. 80 in the Deccan and Rs. 60 (raised to Rs. 80 from April 1917) in the Gujarat College. In the St. Xavier's College it is Rs. 96, in the Wilson Rs. 102, and in the D. J. Sind College Rs. 90; while in the private colleges at Poona it is the lowest, being Rs. 60 only. The lower fee rates charged in privately managed colleges serve to attract larger numbers to them; hence the colleges are, after all, gainers. Their fee income is indeed very large and contributes very considerably to the cost of their maintenance. Thus, for example, the largest fee collections were realized, not by the Elphinstone College which charges the highest rate, but by the Fergusson College which charges the lowest rate. While the former received Rs. 37,970 only from fees, the fee income of the latter amounted to practically double that sum, viz., Rs. 75,909.

100. **Scholarships.**—Expenditure on college scholarships has risen from Rs. 43,672 to Rs. 50,672. It is largely met from private endowments, Rs. 26,418 being contributed to it from this source and only Rs. 12,663 from Provincial Revenues. The scholarships are generally awarded on the results of University and College examinations, i.e., on the ground of merit, exception being made only in the case of those founded by private donors and expressly reserved for special castes or classes. At each Government college in Bombay and Poona one scholarship is reserved every year for Marathas or other non-Brahmin Marathi-speaking backward Hindu classes; and scholars are chosen from the apparently most deserving (in point of poverty or merit) of those who apply. These scholarships are, however, reported to have been unsatisfactory in result. At the Deccan College, there are also four Agricultural scholars, nominated by the Director of Agriculture, who attend the college for one year. They are reported to be rarely good scholars but represent an Agricultural experiment outside the groove of the ordinary Arts college.

101. **Grants to collegiate education.**—The amount of grants-in-aid to privately managed colleges increased during the quinquennium from Rs. 68,000 to Rs. 92,367, of which Rs. 45,000 represents the recurring Imperial grant received since 1905 for the improvement of colleges. The reduction in the amount of Provincial grant implied in the above figures is due largely to the fact that the Gujarat College has been transferred from the aided to the Government list.

102. **Buildings.**—The amount expended during the quinquennium on college buildings, Government and aided, came to Rs. 2,00,620.

103. **Summary of progress.**—There has thus been progress all round. The number of pupils, the expenditure and the proportion of Government contribution to it have all increased remarkably, the number of students by 48 per cent, the expenditure by 71 per cent and Government contribution by 100 per cent.

II.—College Life.

104. Most of the arts colleges in this Presidency are first-grade and teach the complete four years' course up to the University degree. The only exceptions are the New Poona College opened last year and the Government college at Dharwar opened since the close of the quinquennium which teach only half the course, i. e., up to the Intermediate Examination.

105. **Staff.**—The total number of teachers in colleges is 181:—63 in Government colleges and 118 in those under private management. Of the teachers in Government colleges, 14 are Europeans belonging to the Indian Educational Service, 15 are Indian professors and lecturers holding appointments in the Provincial Educational Service, and 32 are assistant lecturers, demonstrators and other teachers in the subordinate service; besides, there are two lecturers in French at the Elphinstone and Gujarat Colleges, who are assigned to no particular service. The principalships in the Government colleges are held by Europeans in the Indian Educational Service; and in Mission colleges by well qualified European teachers; while the Indian professors, lecturers and teachers employed in Government, Mission and other privately managed colleges are almost all picked graduates of the Bombay University. The Principal and Vice-Principal of the D. J. Sind College are also European officers lent from the Indian Educational Service.

106. **Instruction.**—The college year which formerly began in January and ended in September now begins in June and ends in March. This alteration has brought about a change in the season of the University examinations, which instead of being held in November are now held in March and April.

Most of the class instruction in literary subjects is conducted on the lecture system. Tutorial work has, however, begun to be undertaken in the Elphinstone College. The work of the first year which is essentially a continuation of school work is conducted as far as possible in small classes, as in a school; pupils are expected to prepare lessons beforehand, frequent questions and answers are put to and required from the class, and written work is continually supervised by the teacher. For instruction in English, Mathematics and Experimental Physics, the first year is divided into three groups of 40 students each. Tutorial instruction for four hours a week is given to each group in English texts by the lecturers; and four general lectures are given to the whole class by the European professors of English each week. In regard to the study of the texts, the tutors are expected to confine themselves to the exposition and teaching of the texts, leaving the more general questions arising out of them to be treated by the professors in their lectures. In the way of exposition, they are expected to give introductory and explanatory comments or notes where necessary. Their teaching, however, is to be carried on mainly by the method of question and answer in order to test knowledge immediately, to elicit opinions, to correct misunderstandings, and in general to train the intelligence, to give practice in spoken English and to make the study of the texts a living study. The students are expected to prepare at home the passages studied in class. For essay work, the first year's class is divided into 10 sections of 12 students each. Once a week the whole class writes an essay of one hour's duration (generally without previous preparation); each section is placed in charge of a professor or lecturer who devotes two hours weekly to interviewing his pupils. Special attention is paid to the essay work of the 'scholars' who are generally supervised by the European professors. Finally, monthly test papers are set to each group by the tutors, and the professors of English prescribe, as a supplement to or an application of their lectures, occasional home work or exercises, which are corrected and returned in class. In the Intermediate class which is more advanced, the tutorial work is not so detailed. For the English texts, the class is divided into two groups of 40 students each. A fortnightly English essay is set. Last year some six speeches by Macaulay, Disraeli, Cobden, Bright, Gladstone and Froude were set. Professor Sisson remarks that on occasion he turned the class into a small House of Commons and organised debates reproducing those in which certain of the speeches were delivered, each student with material gleaned from Hansard as his basis delivering the speech of some member. This procedure aroused great interest and gave

reality to the speeches. To the ordinary B.A. class tutorial methods are less applicable. In the Honours class, however, Professor Sisson has been able to establish an elementary form of 'Seminar' as a help to study. A small special library of reference books has been collected, with a total of 260 books, to which he adds temporarily other books of special value for the year's work. This library is lodged in his private room and is available, as is his room, for use by Honours students as a reference library. The students themselves have compiled, under his direction, a manuscript catalogue by subjects and authors, and act in rotation, upon a time-table arranged by themselves, as librarians. From time to time the students are required to write essays on subjects bearing on their year's work. The subjects are framed by Professor Sisson in such a way as to ensure the development of original judgment and an elementary form of research as far as the material available will admit. Alternative subjects give scope to the students' individual tastes and tendencies. The reading for these essays is mainly done in his room and with the help of this library; and he endeavours to be at liberty there as much as possible in order to direct their work, to indicate sources of information, etc. But with colleges which have to deal with very large numbers of students a thorough application of the tutorial system, such as exists in the older English Universities, would involve considerable difficulties. A much larger staff, larger buildings with numerous rooms, and a more intricate organisation would be required. Mr. Robertson, Principal of the Gujarat College, remarks that in the larger colleges it is rather a counsel of perfection, prohibitive on account of its cost, and would be unnecessary if we had satisfactory secondary or higher grade schools. Dr. Scott of the Wilson College, while alive to serious difficulties, states that his own college is making progress in the direction of a tutorial system. In the Elphinstone College itself, where the tutorial system has been introduced, the principal reports that it is impossible to apply it throughout to the teaching of Mathematics, Science, Classical languages, History, etc., owing to the limited number of teachers and of class rooms and the consequent complication of the time-table. In the teaching of Science the old oral methods of the lecture-room have given place to modern laboratory methods of individual observation and experiment. Experimental Physics is, under the new Arts course, compulsory in the first year, and every college has in consequence to make adequate laboratory arrangements. On the equipment of the Madhavlal Science Institute at Ahmedabad, which was established in connection with the Gujarat College at the beginning of the quinquennium and which owed its existence to the liberal benefactions of the late Sir Chinubhai Madhavlal, a total of Rs. 95,611 was spent during the quinquennium. The number of students taking up Science has increased from 20 to 57 and the principal has no doubt that more will take it up in future. He notes with satisfaction that the number of Biology students in a province so permeated with Jain feelings as Gujarat tends to grow. The report from the Elphinstone College, too, is encouraging. Some good students are now being attracted to Science: two of the college scholars obtained first class in the B.Sc. in 1916, and two scholars are now reading for the B.Sc. of 1918. The Royal Institute of Science is now complete but is at present utilized as a war hospital and will not be available for its true function until the war is over.

107. **Residence of students.**—The number of resident students slowly but surely tends to grow. While 10 out of every 49 students resided in hostels at the end of the last quinquennium, 10 out of every 45 do so now. The importance of a sound hostel system is well brought out in the report of Mr. Bain. He says that at the Deccan College the greatest harmony prevails between the students and their pastors and masters. This friendship is due to the fact that there is no hostel problem. Of the total number at the college, four-fifths reside in the college precincts. They have therefore a real possibility of cultivating a true collegiate life.

108. **Residence of professors.**—In nearly all colleges, quarters are provided for the residence of the principal and one or two professors on the spot with a view to efficient supervision being exercised over the life and movements of the resident students. There is, besides, a regular superintendent whose

function consists mainly in the direct supervision of the hostel and who always keeps the principal and professors residing in the compound informed of what is going on among the students in the hostel. Arrangements are also made in certain colleges for some of the fellows to reside in the hostel; and while no disciplinary powers are entrusted to them, they are distributed over the different floors and are expected by their example to assist the superintendent generally in maintaining harmony and friendly feeling among the different communities. Generally speaking, however, as is remarked by the Principal of the Elphinstone College, Indian students are not well disciplined and are rather apt to suppose that any irregularity may be condoned by a plea of special circumstances. Hence, they frequently exercise their right of appeal to the principal for the remission of fines imposed by the superintendent with the invariable excuse that, though they were guilty of the offence, there were special circumstances under which it should be condoned.

109. The students manage their own messes. The various clubs are practically arranged by themselves, following the usual caste divisions, though locality also enters into the grouping. The clubs make private arrangements for cooks and other servants, and kitchens are assigned to the clubs according to their size. There are Parsi, Mahomedan and Sindhi clubs for small messes of each of these communities, but, of course, the principal clubs are Hindu, of which there are several. Suitable sanitary arrangements exist, and scrupulous care is required to be taken to keep the kitchens neat and clean. The residents are encouraged to play some game or other and the great majority play the strenuous games of tennis, badminton, cricket, football and hockey. The love of games is growing, and few students now require to be urged to take exercise in this way. The benefits accruing from such well-ordered hostel life are various. They are seen in regularity of study, improved discipline, relatively greater success in examinations, in more attention to college sports or games and physical exercise, in an improved public spirit. There is a better understanding of professors on the part of the students and vice versa, while the relations of the students to each other are also much improved. It is believed that the whole work of the colleges in class rooms, in the various literary and other societies, and in the gymkhana is benefited by the closer association of a large proportion of the students with teachers and with one another. Most of the older colleges have their own magazines edited by one of their European professors with the assistance of the students.

110. **Discipline.**—Discipline in the colleges is generally good. During the quinquennium, no serious case of disobedience, insubordination or gross moral misconduct was reported. To protect students from the distracting influence of the wave of Home Rule agitation which has been sweeping over the country Government have recently issued a circular prohibiting the attendance of school and college students at meetings organised by Home Rulers.

111. **Provincial Advisory Committee for Indian students in England.**—The Bombay Provincial Advisory Committee was considerably strengthened in 1913 by the increase of its members from four to eight and the inclusion in it of persons having expert knowledge of commercial, industrial, technological and other subjects, such as Sir Dinshaw Edulji Wacha, Sir Vithaldas Damodhar Thakersey, Messrs. H. T. Bhabha and T. S. Dawson and Dr. M. D. D. Gilder. In 1914, with a view to the greater publicity of the existence, duties and activities of the Committee, heads of thirty prominent educational institutions in this Presidency were appointed ex officio corresponding members of the Committee, and in 1915 the Principals of the Sir J. J. School of Art and the Sydenham College of Commerce and Economics were added to the list. All Indian students desirous of proceeding to Great Britain for further study are required, before they sail, to place themselves in communication with the local Advisory Committee in order to obtain advice and information regarding their course of study abroad, and also to provide themselves with the requisite certificates of identity, character, etc. Recently, the Universities of Oxford and Cambridge have created, for the admission and supervision of Indian students, bodies directly responsible to the Universities themselves and in no way connected with the Indian Students' Department.

This step has been taken out of regard for the feelings of Indian students who regarded the former system with suspicion and as designed to place them under official tutelage. Students have now the option of sending their applications for admission directly to these bodies or, as at present, through the Advisory Committee.

112. In 1915, at the instance of the Committee the Cambridge Local Examinations, admission to which had till then been confined to students of European and English-teaching schools, were thrown open to all students, and a centre for the examination was established at the Elphinstone High School, Bombay, for the admission of candidates from other than European or English-teaching schools. These examinations were held for the first time in the year 1915 when 8 candidates appeared and 1 passed. In 1916, 68 appeared and 5 passed.

113. The enquiries received by the Advisory Committee during the quinquennium totalled 1,270, of which 294 were received in 1916-17 as against 202 in 1912-13, and the greater number of enquiries related to studies for the Cambridge degree, for the Indian Civil Service Examination, and for the Bar, and to courses in Mechanical and Electrical Engineering and in Medicine.

SHOWING THE PERCENTAGES TO MALE POPULATION OF BOYS IN THE SECONDARY STAGE OF INSTRUCTI

BIKANIR
JODHPUR
JAIPUR
AJMIR
BALMIR
MARWAR
SIROHI
UDAIPUR
DUNGARPUR
BANSWARA
PARTABGARH
JHABUA
INDORE
AMJHERA
KHANDWA
BERAR
BOMBAY
ALIBAG
AHMADABAD
THANA
SURAT
DAMAN
NASIK
AURANGABAD
RATNAGIRI
KOLHAPUR
BIJAPUR
GOA
KARWAR
MAISUR
CENTRAL DIVISION
SOUTHERN DIVISION
NORTHERN DIVISION
GULF OF CAMBAY
GULF OF KACHH
KATHIAWAR
PALITANA
JUNAGAD
PORBANDAR
RAJKOT
VERAVAL
JAMNAGAR
DHRANGADRA
WADHWAN
LIMBDI
CUTCH
BHUJ
MANDVI
KARACHI
JESALMIR
UMARKOT
MIRPUR KHAS
NAGAR PARKAR
GANDAVA
SUKKUR
KHAIRPUR
SHIKARPUR
SIND
RAJPUTANA
PANJAB
HELMAND
Boundary of Province
Boundary of Division
Boundary of Collectorate
Boundary of Native State
Boundary of Political Agency
Boundary of Subordinate Political Agency
Boundary of Political Charge
Boundary of Petty Political Charge
Boundary of Prant
Boundary of Mahal
Boundary of Taluka
Boundary of Petty Division
Boundary of Petty Charge
Boundary of Mukhasa
Boundary of Pargana
Boundary of Mehwas
Boundary of Thana
Boundary of Chauki
Boundary of Tappa
Boundary of Dehgam
Boundary of Kasba
Boundary of Mamlat
Boundary of Sub-Mamlat
Boundary of Sub-Division
Boundary of Sub-Collectorate
Boundary of Sub-Judge's Court
Boundary of Sub-Judge's Court
Boundary of Sub-Judge's Court

CHAPTER V.

SECONDARY EDUCATION.

I.—General.

114. **Definition.**—The meaning of the expression "Secondary Education" as understood and applied in this Presidency has remained unaltered. As stated in previous quinquennial reports, the term connotes the education given in schools in which English is taught, as opposed to "Primary Education" given wholly in the vernacular.

115. This education may be English or Anglo-vernacular. It is exclusively English in the case of European and English-teaching schools, which are designed for members of European, Anglo-Indian, Goanese, East Indian and such other communities as speak English at home or claim none of the Indian vernaculars as their mother-tongue and prefer to have their children taught through English. It is Anglo-vernacular in the large majority of schools for Indian children. European and English-teaching schools, which are distinguished from each other according as European children attending them number at least ¾ of the total or less, are divided into three stages—"primary" comprising Infants and standards I to IV, "middle" comprising standards V, VI and VII (in English-teaching schools only standards V and VI), and "high" comprising the top standards VIII and IX (in English-teaching schools only VII and VIII) and preparing for the European High School Examination or the Cambridge Senior Local Examination which are both recognised by the University as equivalent to its Matriculation. Anglo-vernacular schools are divided into High schools comprising standards IV to VII and preparing pupils for the University Matriculation or the Departmental School Final Examination, and Middle schools (which are no more than incomplete Secondary schools) teaching the lower half of the secondary course, viz., standards I to III.

116. In this chapter Anglo-vernacular schools for boys only are dealt with; though the statistics include those for European and English-teaching schools for boys also.

117. **Organisation.**—The conventional and popularly accepted aim of the High school in the eyes of a large majority of boys and parents is to prepare pupils for entrance into the University or Government service. The Middle school is intermediate between the primary (i. e., vernacular) stage and the high (i. e., Anglo-vernacular) stage. Transference from the primary stage to the secondary takes place at the end of the fourth (third in the case of girls) or any higher vernacular standard.

118. **Management.**—It is the declared policy of Government to maintain one complete secondary school in each district to serve as a model to aided and unaided schools. The Middle and High sections are in most cases combined in one institution, the only places where they are housed, staffed and equipped separately being Bombay, Ahmedabad and Surat. The Departmental activities being thus restricted to the maintenance of one school only in each administrative unit, the provision of further facilities for the secondary education of the people, demand for which has been steadily growing, is left to private effort, encouraged, as funds permit, by subventions from Government. The number of Government secondary schools in the Presidency does not, because of this circumstance, admit of increase. During the last quinquennium, however, owing to the partition of the district of Khandesh into two as East Khandesh and West Khandesh, one more Government secondary school came to be provided, viz., at Jalgaon, the head-quarters of the newly constituted district of East Khandesh. Their number thus increased from 26 to 27. On the other hand, the number of private secondary schools is ever on the increase. It was 244 in 1912 and is 302 now (excluding Board schools). Municipal and Local Boards manage a certain number of Anglo-vernacular High or Middle schools—mostly of the latter class. Such schools are found mainly in lesser or more remote towns; Local Board Anglo-vernacular schools are confined to Sind.

119. **Control.**—Secondary education is thus largely in the hands of private agencies, such as Municipalities or District Local Boards, Missionary societies, private bodies, or private individuals. Control over it is exercised largely by the Department and partly by the University. As soon as a new Anglo-vernacular school is opened, the managers have for their own sake to apply to the Government for recognition, for until it is so recognised it cannot benefit by the inter-school rules, the leaving certificates issued by it are not accepted by recognised, aided and Government schools, and its pupils are not admitted to them without examination. Moreover, it is not permitted to present pupils at the Government High School and Middle School scholarship examinations, nor are Government scholarship-holders permitted to join it. Thus, the Department possesses effective means of requiring every new school to conform to its regulations as regards buildings, equipment, staff, registration of attendance, recreation and physical exercise of pupils, etc. Control is exercised by the University through the recognition of schools for the Matriculation examination as well as through the syllabus prescribed and the papers set for that examination.

II.—Progress in the Quinquennium.

120. Secondary education has made great numerical progress during the quinquennium. The number of High schools for boys in British districts rose from 95 with 32,584 pupils to 122 with 40,343 pupils, and of Middle schools for boys from 238 with 18,576 pupils to 266 with 21,541 pupils. The total number of secondary schools for boys rose from 333 to 388 and of pupils from 51,160 to 61,884. The increase in schools is thus 16·5 per cent and that of pupils nearly 21 per cent.

121. **Pupils by stages.**—The numbers in the different stages of secondary schools, their percentages to the total, and the percentages of increases are as follows:—

	1912.	1917.	Percentage to total in Secondary schools.	Percentage of increase or decrease.
			1917.	
*Pupils in Primary stage ...	5,562*	5,469	8·8	—1·7
Pupils in Middle stage ...	24,741	33,054	53·4	33·6
Pupils in High stage ...	20,857	23,361	37·8	12·0
	51,160	61,884	.....	21 nearly.

As may be expected, a large proportion of pupils are in the lower stages of the secondary school.

122. **Schools by management.**—The management of secondary schools is shown by the following table:—

	Government.	Board.	Aided.	Unaided.	Total.
Secondary schools ...	27	59	209	93	388
Pupils in secondary schools .	8,407	6,290	33,030	14,157	61,884

The number of schools and pupils under Government and Board management is thus less than one-fourth, 77·8 per cent of the schools and 76·3 per cent of the pupils being under private management. It must be remarked here that the figures of pupils given above for 1916-17 do not indicate the correct increase during the quinquennium, for owing to the change of terms and the consequent change in the time of the Matriculation and School Final

* These figures represent pupils in the primary stage of European and English-teaching schools only, there being no such stage in the Anglo-vernacular schools.

Examinations from November to March the candidates for these examinations usually take their names off the registers before 31st March. This disturbing factor has been specially noted by several officers in connection with the numbers as they stood on 31st March 1917 in Government High schools which show a decline from 7,169 to 7,101. That the numbers on the rolls of the schools during the year 1916-17 were really larger than they appear in the above table is shown by the fact that on 30th September 1916 they were 7,997.

123. **Distribution by Divisions.**—The distribution by Divisions is as follows :—

	Number of secondary schools.	Number of pupils.	Percentage of increase in pupils during quinquennium.	Number of square miles served by a secondary school.
Northern Division ...	107	16,011	38·0	128·3
Central Division ...	153	29,455	17·3	243·4
Southern Division ...	64	8,669	28·1	391·1
Sind ...	59	7,546	0·6	796·4
Aden ...	5	203	13·4	16·0
Total ...	388	61,884	21 nearly.	317·2

The increase of pupils during the quinquennium in the Northern Division is remarkable, as also the accessibility of secondary schools in that area as compared with others excluding Aden.

124. **Proportion of secondary education.**—The proportion of pupils in secondary schools for boys to the male population is now ·6 per cent or 6 per mille of the male population (as against 5 per mille in 1912), distributed over the different divisions as follows :—

Division.	Percentage of pupils in secondary schools to male population.
Northern Division	·8 or 8 per mille
Central Division	·8 or 8 ,,
Southern Division	·3 or 3 ,,
Sind	·4 or 4 ,,
Aden	·6 or 6 ,,
Total ...	·6 or 6 per mille

125. **Pupils by creed and caste.**—The participation in secondary education by different communities is shown as follows :—

	Number of pupils in secondary schools.	Percentage to the total.
Europeans and domiciled community ...	2,511	4·1
Indian Christians ...	4,087	6·6
Brahmins ...	18,184	29·4
Non-Brahmin Hindus ...	26,259	42·4
Mahomedans ...	4,890	7·9
Buddhists ...	.....	...
Parsis ...	5,162	8·3
Others ...	791	1·3
Total ...	61,884	100·0

These figures indicate the usual preponderance of Hindus and Parsis over all other communities in secondary schools.

126. **Expenditure.**—Direct expenditure on secondary schools has risen from Rs. 20,63,508 to Rs. 29,41,117, i. e., 42·5 per cent. The amounts derived from different sources are as follows :—

	Amount contributed in		Percentage to total expenditure.	
	1912.	1917.	1912.	1917.
	Rs.	Rs.		
Public Funds	5,71,041	8,04,710	27·7	29·4
Fees	10,81,263	14,90,461	52·4	50·7
Other Private Funds	4,11,204	5,85,946	19·9	19·9
Total ...	20,63,508	29,41,117	100·0	100·0

In addition, it may be mentioned that public funds contribute about Rs. 50,000 annually for scholarships in secondary schools. This is not shown in direct expenditure. The increases under each head are shared by every division except Sind where there is a slight decrease under other private funds. In the Northern Division 26·4 per cent of the cost of secondary education is met from public funds, in the Central Division 25·3 per cent, in the Southern Division 31·9 per cent, in Sind 46·6 per cent and in Aden 48·3 per cent. These figures are interesting, inasmuch as they show how the contribution of public funds to secondary education varies in the different parts of the Presidency according as they are more or less advanced educationally. For the whole Presidency, the increase in the last five years has amounted to 51·4 per cent in public expenditure, to 42·5 per cent in that from other private sources, and to 37·8 per cent in that from fees.

127. **Fees.**—The 50 per cent increase in the secondary school fee-rates which came into force about the end of the last quinquennium led, as was expected, to a large increase in the funds available for several necessary improvements in secondary education. The average annual increase in fee receipts in the case of Government schools is roughly taken to be Rs. 50,000 and it is earmarked for the improvement of secondary schools. This additional sum available has rendered it possible for the Department to undertake such reforms as the following :—

	Rs.
(1) Revision of the pay of assistant masters ...	22,000
(2) Revision of the pay of Drawing teachers ...	10,245
(3) Increase of the percentage of free-studentships in Government secondary schools from 10 to 15 per cent.	14,760
(4) Rent for additional laboratory accommodation and pay of laboratory assistants ...	1,555
(5) Appointment of a Personal Assistant to the Inspector of Science-teaching, Bombay Presidency	1,440
	50,000

128. The increase of fee-rates in Government schools led to a *pro tanto* increase in the fee-rates in aided and unaided schools which are required to charge not less than two-thirds of those charged in Government schools, and thus strengthened their resources and enabled them to follow the lead of the Department in improving the quality of the education imparted, in introducing the practical teaching of Science, in improving school equipment and furniture, etc. The outcry raised on the introduction of the enhanced fee-rates has died away, and parents and pupils have settled down to the new order of things. It is worthy of note that the doleful prognostications of the objectors to the change have been falsified, the number of boys seeking admission into secondary schools having not only not decreased but substantially increased (from 51,160 to 61,884).

129. The annual incidence of the fee on each pupil in a secondary school for boys now is, if we exclude European schools, Rs. 22·6 as against Rs. 20·3 in the quinquennium ending March 31st, 1912. The incidence in schools of different kinds is as follows :—

	1912.	1917.
	Rs.	Rs.
Government secondary schools ...	26·7	28·5
Board do. ...	13·6	15·6
Aided do. ...	17·9	19·8
Unaided do. ...	23·8	28·6

The average annual fee of a pupil in a High school is Rs. 19·3, while that in a Middle school is Rs. 15.

130. **Average annual cost of school and pupil.**—The average annual cost of maintaining a secondary school for boys has risen from Rs. 6,197 to Rs. 7,580. The variations are considerable. The division which shows the cheapest schools is the Southern, where the cost is only Rs. 5,399. The Northern Division comes next with Rs. 5,660, Aden with Rs. 5,865, Sind with Rs. 6,737 and the Central Division overtops them all with Rs. 10,217. The much higher cost in the Central Division is largely due to the considerable majority of European and English-teaching schools falling within that division. The average annual cost of educating a pupil in a secondary school for boys has risen from Rs. 40·7 to Rs. 45·9, of which Rs. 13·5 is met from public funds, Rs. 23·3 from fees and Rs. 9·1 from subscriptions, etc. The cost is the lowest in the Northern Division, viz., Rs. 36·1 against Rs. 38·6 in the Southern Division, Rs. 50·1 in Sind, Rs. 51·6 in the Central Division and Rs. 162·9 in Aden. The variations according to the difference in the management of schools are as follows :—

Average annual cost of educating a pupil in	1911-12.	1916-17.
	Rs.	Rs.
(i) a Government secondary school ...	50·1	59·1
(ii) a Board secondary school ...	29·8	32·7
(iii) an Aided do. ...	43·0	47·9
(iv) an Unaided do. ...	33·2	38·9

131. **General development.**—The improvements effected in the field of secondary education during the quinquennium are remarkable. The lines of general advance indicated by the Government of India in their Resolution of 21st February 1913 on Educational Policy have been steadily pursued. None but graduates are now appointed as teachers in Government secondary schools. The minimum pay of assistant masters (excluding special teachers such as those of drawing, drill, etc.), which was raised from Rs. 30 to Rs. 40 in the year 1912, has been during the quinquennium still further raised to Rs. 50 per mensem. Out of 21 Government High schools 7 have during the period under report been provided with hostels at a cost of Rs. 3,23,764. The secondary school curriculum has been completely overhauled and reconstructed and made complete and self-contained by the inclusion within its scope of the Matriculation and School Final standards, which formerly fell outside it. Science has been added to the course as a regular subject of instruction throughout the course, Nature-study being made the basis, and its teaching has been improved and given a practical turn by the provision of special teachers, furniture and apparatus and laboratories ; drawing has been made compulsory up to standard V ; Sloyd on a modest scale has been introduced in certain selected schools ; history and geography courses have been revised and brought into line with up-to-date ideas ; the teaching of English by the direct method has been introduced on an extensive scale ; the teaching of the vernacular has been made compulsory throughout the course and its free use as the medium of instruction in all subjects other than English has been recommended in all standards. The allotments for grants-in-aid have been considerably increased (from Rs. 2,87,717 to Rs. 5,08,311) during the last five years ; equipment

grants and supplementary grants equal to one-third of the ordinary maintenance grants have been introduced with a view to enabling aided schools to keep pace with the abovementioned improvements in Government schools. The establishment of new aided schools has been encouraged in localities where they are found to be necessary, the number of schools so established during the quinquennium being 41. The superior inspecting staff has been strengthened by the appointment of 2 special Inspectors—(1) of Science-teaching and (2) of Drawing. The limit of admissions in each class of each Government Secondary school as well as the maximum number for each such school has been fixed in accordance with the floor area available, 12 square feet being allowed for each pupil, by no means an unduly high allowance. Provision for weighing school pupils, measuring their height and chest, and testing their eye-sight periodically has been made, and records of their weight, height, etc., are regularly kept. Magic lanterns and slides and stereoscopes and stereographs have been supplied to each Government school with a view to the visualisation of instruction. And lastly, the formation of school and boys' libraries and the organisation of school excursions have been encouraged in Government schools by means of special grants. These have been the achievements of the last quinquennium, all made during the directorship of the late Mr. W. H. Sharp.

III.—School life.

132. **General conditions.**—Before admission to a secondary school a boy must pass vernacular standard IV. This condition satisfied, the pupil is placed in the class for which he is found fit. With few exceptions, good accommodation is provided in Government schools. Of other schools some have excellent buildings of their own, while others are housed in rented buildings of very diverse quality. In the larger towns are collected together a number of boys whose homes are elsewhere. Some reside in hostels, but many live where they choose under the supervision of guardians who are often purely nominal, and in such cases there is grave danger of moral, social and physical deterioration. The work of the pupils consists in attendance at class lessons during school hours and at games, drill or gymnastics in the evening after school hours and in preparation at home for the next day's school work. The usual school hours are from 11 a. m. to 5 p. m. Schools have holidays and vacations amounting in all to about 3 months, a summer vacation of about 6 weeks, a winter vacation of about 3 weeks, 10 days at Christmas, and a good many public holidays. Over and above these, each school is entitled to take half holidays to play or witness important inter-school cricket matches, games, tournaments, etc.

133. **Staff.**—The number of pupils per teacher in secondary schools for both boys and girls is 17 as against 16 at the end of the last quinquennium. There are altogether 4,066 teachers, of whom 916 are trained. In Government schools the confirmation of graduates appointed on probation (teachers of special subjects, e. g., drawing, drill, etc., excepted) is made conditional on their obtaining the Secondary Training College Diploma. Four of the important headmasterships are reserved for members of the Indian Educational Service. The staffs in privately managed schools do not wholly consist of qualified men, the rates of pay are often low, and provision for incremental salaries or for pensions, etc., is the exception rather than the rule, and difficulty is naturally found in retaining qualified men of ability. This difficulty will, however, be mitigated to some extent by the creation of a Government Provident Fund for teachers in such schools, which is at present under consideration. The training given to teachers at the Secondary Training College is reported to have improved the quality of teaching in Government schools. It has not, however, as yet influenced to any appreciable extent the character of teaching done in aided and unaided schools. The accommodation in the College is little more than is required for teachers from Government schools and only five places are available for teachers from other schools. The establishment of a separate Training College for such teachers is under the serious consideration of Government and it is hoped that the proposal will materialise before long.

134. **Discipline.**—Teachers in Government and aided schools are required to subscribe to a declaration of loyalty. In accordance with Government Resolution, Educational Department, No. 2395 of the 30th September 1908,

managers of recognised schools are required to enforce the principles of discipline. Strict regularity and implicit obedience are to be exacted in class and any reported or observed objectionable conduct out of school is to be punished. Politeness and courtesy of speech and conduct are to be inculcated, as well as cleanliness of dress and person; newspapers and magazines disapproved by Government are not to be admitted to schools or hostels or subscribed for by students, and schoolboys are not to be allowed to attend or take part in the organization or conduct of any public meeting or (without the permission of the head master) in the collection of any fund. On first admitting a pupil to the school the manager or head master supplies to the parent or guardian a paper stating these conditions and also points out that parents have no right to dictate to managers, but that the managers of a school have a right to say on what conditions they will admit or retain a pupil in their school.

135. To secure the co-operation of parents it is usual with Government and certain other schools to invite them to school gatherings, athletic sports, prize distribution ceremonies, and functions of like nature. Progress reports of the boys are also usually sent to them for their information and remarks. In many cases, however, the invitations to gatherings are not accepted, and it is doubtful whether many parents pay much attention to the progress reports.

136. Mr. Marrs observes :—

"A common-place criticism of high schools by officials and others not directly concerned with education is that the boys have no manners, and an examiner in the last School Final Examination referred to the lack of manners on the part of certain boys. I do not think that a respectful attitude towards persons in authority can be said to be a feature of the high school boy in this division, but it frequently happens that a boy errs through being gauche, crude and awkward, and there can be little doubt that many schools, if they do not cause deterioration in manners, do little to improve them. Younger teachers have often little idea of their responsibility in this respect, partly because they have been little better trained than their own pupils. I frequently ask young teachers how they punish. A not uncommon reply is that punishment is unnecessary, but, when pressed, they admit to warnings, standing boys in a corner, requesting other boys not to speak to the offender, and other puerilities. One teacher, when asked what he would do if a boy threw a book at his head, said that he would warn him. I am afraid it must still be said, as was said five years ago, that though boys are not given to active rebellion, discipline is generally lax, and the school has little influence. At the same time there are head masters who appreciate discipline and try to exert influence over their pupils. There have been no strikes in this division, nor, so far as I am aware, any serious outbreaks, but competitive matches and the tense feeling aroused thereby are always a source of danger, as both teachers and boys sometimes lose their heads. One regrettable feature of late has been the number of boys who forge leaving certificates or make unauthorised corrections in them."

137. Discipline is reported to have improved in some schools under the influence of the direct moral teaching introduced since 1913. The majority of head masters, however, appear to place more reliance (and they do so rightly, I think) on the personal example of the teacher, the influence of organised games and the well-ordered organisation and management of the school than on an hour's moral lesson a week. Games, which have begun to receive attention in an ever-increasing measure, both from teachers and the taught, have also their reflex action on the discipline and behaviour of boys. Mr. Miller's scout system at Belgaum and Karwar and Mr. Grieve's 'house' system at Karachi are new developments in the same direction. They are full of possibilities for the future as great educative agencies. The objects of the introduction of Mr. Miller's system were described in paragraph 27 of the Annual Report for 1913-14 to be "to inculcate in the boys a spirit of practical morality; to enable head masters to cope with new subjects which are from time to time added to an already over-crowded syllabus; to bring the masters into closer touch with the boys, and the head masters with both; to give the boys a lively interest in matters not immediately connected with examinations; to encourage athletics of various kinds; to give those boys who are unable to secure prizes in the class room an opportunity of securing honours outside the class room; to give every boy in the school a perpetual incentive to keen and active work; to establish among the boys an ever-growing sense of reponsibility." A boy, in order to become a scout, has first to obtain permission from his parent or guardian and then to take a vow publicly. This vow binds him

to lead an honourable, unselfish, loyal life and renders him liable, in the event of any grave misdemeanour, to be tried and punished, if found guilty, by a court composed of fellow-scouts. After the vow is taken the boy is a third class scout. In order to be promoted from a third class to a second he has to pass three preliminary examinations in a large number of subjects, including games, athletic sports, gymnastics, cycling, gardening, etc., but he is not entitled to appear for these examinations unless he obtains 40 per cent marks in all his weekly class examinations. In order to be promoted from a second class to a first he has to pass three more preliminary examinations of a higher standard and is only entitled to appear for these examinations if he has secured 50 per cent marks in his class examinations. The passing of a still more difficult examination in various subjects and the obtaining of 60 per cent marks in class examinations entitles a first class scout to promotion to the rank of a captain-scout. After attaining that rank his examinations are finished, and his promotion to the rank of major-scout depends entirely on his behaviour, his progress in work and the amount of trouble he takes in connection with the system and the help he gives to those who are in lower ranks. Those masters who elect to take the vow are ex officio major-scouts, and the head master is ex officio chief scout. The system was introduced into the Belgaum High School in February 1914 and into the Karwar High School in January 1916. The number of scouts in the former school in 1916-17 was 385, consisting of 1 chief scout, 20 major-scouts, 40 second class scouts, 16 that had passed two examinations, 57 that had passed one examination, and 251 third class. The head master reports that the boys are eager to enrol themselves as scouts and then to train themselves for the various examinations and are proud of their badges. The system has taught them good manners in school and out of school. The scouts look in general healthy and active. A number of scouts come forward to help the masters in various ways, e. g., in arranging for the Annual Social Gathering, War Loan and War Relief meetings, etc. Much commendable work has been done by the scouts in gardening. The parents, however, seem to have an impression that in this system too much attention is being paid to the physical and too little to the intellectual training of the boys; but they overlook the condition that no boy can present himself for any scout examination unless his work in school has been of a fairly high standard. The Head Master, Karwar High School, reports as follows:—

"There are at present 69 third class scouts and 28 second class scouts. The system has been working very satisfactorily and has been of great help in stimulating boys to the practice of morality and to works of public health and usefulness. It was entirely due to the exertions of boy scouts that the Belgian Children's Fête became a success. The spirit of active help and readiness to rise to any emergency was prominently brought into view, when the scouts readily lent a helping hand in putting down a fire in a building not far from the school laboratory at great personal risk and did not consider it below their dignity to do such menial work as was necessary to bring the fire under control. The scout system is thus found to be more powerful than mere lessons of morality, however interesting, in developing the practical side of morality. The scouts are tried for any offence they may commit either in or out of school by a court of four brother-scouts presided over by a major-scout. The punishment given is of a nature that would improve the moral quality in the offender. During the first three months of the existence of this system two cases were tried: one for stealing a book and another for telling a lie. The punishments inflicted have had a good effect."

138. Mr. Grieve thus explains how he conceived his 'house' system:—

"On observing various schools it was evident that practically everywhere athletic effort and Games Fund money were concentrated on the Cup Tie XI to the neglect of other average boys. Inter-school Cup ties, being practically the only inter-school games played, have tended to destroy the spirit of good fellowship and sportsmanship by making 'pot-hunting' the chief aim. This has resulted in foul play at hockey and football matches, which has to be severely repressed. I therefore desired to introduce a scheme whereby every boy would not merely get a chance to play in proper games—the class game system does this—but would have a small stake in the game and a stake of the best kind, namely, that produced by esprit de corps. The ideas involved in the system apply naturally to the wider sphere of inter-school games."

The name of the system is borrowed from the British Public schools; in the present case it signifies a group of boys. The aim is primarily "to ensure every boy taking a reasonable amount of physical exercise, and it

provides an incentive in the form of a small but tangible nucleus for esprit de corps; to inculcate the idea of sportsmanship in its widest sense, e. g., fair play, courage, endurance and proper restraint (this is where opportunity is provided for masters and reliable prefects); and to promote friendliness and toleration. Every caste is represented in each house and they play together for the same object and on the same side and this is bound to lead to better understanding." The boys of standards IV to VII are divided up into four 'houses,' named after Sind's four most famous men, viz., Napier, Outram, Jacob and Frere. Each house is represented by several teams, and is managed by a house master, three other masters, and the captains of the various teams. The houses compete with each other in cricket, football, hockey and study. Mr. Grieve emphasises the point that this system lays absolutely no extra strain on the boys and in no way interferes with the ordinary work of the school; and he has borrowed Mr. Miller's idea of not allowing any boy to participate who receives a bad report or falls below 30 per cent. in his examinations until he has rehabilitated himself.

139. **Hostels.**—Seven Government schools had hostels at the end of the last quinquennium; 7 more have been provided with hostel buildings during the present quinquennium; and one hostel building is under construction. 728 students out of a total of 7,101 in Government high schools take advantage of the residential facilities supplied as against 305 out of 7,169 five years ago. The percentage of resident students in Government schools has thus risen from 4·3 to 10·3 during the period. Room-rent at eight annas a head per mensem is charged to the inmates, in return for which Government supplies the necessary furniture—a cot, a chair, a table and a book-shelf; provides cooking pots and utensils for the kitchens and lamps and oil for lighting the compound, the verandahs and the dining hall; engages a *hamál* and a sweeper to clean and sweep the premises and a watchman to keep guard at night; and makes satisfactory arrangements for medical supervision. The boys pay their own cooks and make their own messing arrangements under the guidance and control of the superintendent, who is either the school head master or one of his senior assistants, and who resides on the spot in separate quarters provided rent-free in return for the supervision he exercises over the hostel. Usually, two meals a day are given—one about 10 in the morning and the other about 7 in the evening. Anything extra required is provided by the boys at their own expense, but enough is given to keep them in good health. The food charges vary approximately from Rs. 10 to Rs. 15 in different places according to the local conditions and also according to the kind (vegetarian or non-vegetarian) and quality of the food provided. The boys make their own purchases and keep their own accounts. 6 a. m. is usually the hour of rising and 9.30 to 10 p. m. of retiring. The boarders are shielded from many temptations, have to play games and keep regular hours, have access to books and papers, and can secure such assistance in their studies as is required and desirable. As regards the influence of hostel life on the character of the inmates the Head Master, Godhra High School, observes:—

"In the case of boys coming from outside places the hostel system serves as one of the best means of checking vagrancy among them. A more fully extended residential system is calculated to produce excellent results; for the corporate and ordered course of life passed by the boarders in the hostel has a highly salutary influence on their future career. Here they are trained in the habits of regularity, method and orderliness. Cleanliness is rigidly insisted on and they have their clothes regularly washed for a nominal monthly charge. As the boarding arrangements are managed by them with due care and economy, they receive a very good object-lesson in co-operation. The inmates gain invariably in health and cheerfulness which is due mainly to the excellent situation and surroundings of the hostel."

As the Head Master, Bijapur High School, briefly puts it:—

"Well-ventilated rooms, life in the open air, outdoor games, regularity and punctuality in doing everything, cleanliness, wholesome food at regular intervals—all these surely conduce to the physical and moral improvement of the boarders."

140. **Promotions.**—Class promotions are dependent on the results of the annual examinations held by head masters with the help of their assistants. They are, however, checked by the inspecting officers at the time of their annual inspection; cases of injudicious promotion are liable to revision. This

applies to aided as well as to Government schools. In spite of the exercise of this general control instances of laxity, due to mistaken kindness, to the desire to retain pupils, or to outside pressure, are not uncommon. Such are noticeable particularly in out-of-the-way places or in towns with several keenly competing schools.

141. **Examinations and scholarships.**—No formal examinations are held in this Presidency except the Matriculation and the School Final. Last year, a special examination was arranged for the admission to Anglo-vernacular schools of boys who had studied privately, but the examination has been given up as it threw considerable additional work on Departmental officers, was unpopular with the public, and was not an adequate check on the promotion of unfit boys. Since then, the managers of schools have been asked to examine boys seeking admission and to submit the results of the examination for confirmation to the Divisional Inspectors. Inspecting officers are expected to make it a point to investigate such cases and to see whether the admissions are justifiable. For Government scholarship purposes, indeed, competitive examinations are held at the end of the Middle stage of Anglo-vernacular schools and at the end of the Primary, Middle and High stages of European schools. But these are not general examinations, being open only to those who satisfy certain conditions as to age, attendance, etc. The total amount spent from Provincial Funds on scholarships tenable in secondary schools rose from Rs. 12,537 to Rs. 31,445 during the last five years.

IV.—The Grant-in-aid System.

142. Under the grant-in-aid system the Department is to a large extent relieved of the obligation of making adequate provision for the secondary education of pupils and local endeavour has been encouraged to take that responsibility in pursuance of Government's general educational policy. A good many schools depend entirely on fees, which are usually as low as is permissible, and on Government grant. They are, therefore, unable to compete with Government schools in point of staff, buildings, equipment and efficiency. There are, however, notable exceptions. A newly started school generally applies in the first instance for recognition which is deemed essential for obvious reasons. The Department grants formal recognition, provided the conditions imposed by the Grant-in-aid Code are complied with. Recognition does not necessarily entail any grant-in-aid. In respect of staff, equipment and buildings some recognised schools fall below any reasonable standard, but are retained on the recognised list in order to secure compliance with Departmental regulations regarding leaving certificates and curriculum, and in order that the Department may retain the right of inspection. In regard to aided schools Government have already admitted the need of raising the rate of grant from one-third to four-ninths of the school expenditure but have had to postpone the operation of the new rate owing to the present financial stringency.

143. **Description of privately managed schools.**—Mr. Marrs thus describes privately managed schools in the Central Division:—

"Recognition and grants-in-aid mean compliance with certain rules and regulations, and privately managed schools are run more or less on the lines of Government schools. Government schools aim at employing graduates only for ordinary class work and these graduates when they have put in a period of probation are trained. They all settle down to teaching as their life's work. In many privately managed schools graduates are on the look out for employment elsewhere and have, therefore, no desire to train as teachers. * * * * Many of the schools are held in rented buildings which were never intended for schools, but a considerable number have buildings of their own which, if not ideal in many cases, are fairly satisfactory in point of light and ventilation. The housing problem in Bombay leads to schools being housed in flats which are not convenient. The managers often pay very high rents and can do no better. The Department, therefore, has to allow for local difficulties. * * * * The introduction of modern desks of hygienic pattern is progressing very slowly, and many boys are still seated on plain benches without desks or back-rests, and for copy writing have to be marched off to a special room. Consequently, most of the writing work is roughly done in pencil, and a good deal of it has to be copied out in ink at home. This causes waste of time and renders it difficult to check the acquisition of slovenly habits. Moreover, backless benches either mean no support to the back for five hours a day or an inconvenient arrangement of boys round the walls. The new

Science curriculum has entailed considerable expenditure on schools during the quinquennium, and has doubtless stood in the way of improvement of desks. A few schools excepted; the value of pictures is not appreciated or funds have not been available for their purchase. There is a growing recognition of the importance of boys' libraries, and many schools have purchased a stock of graduated and interesting story books; but much remains to be done in this direction. Most of the schools keep a drill teacher, but sometimes in Bombay he has to work in class-rooms or in passages. The Bombay schoolboys, a number of whom are very keen on games, have only the very limited public open spaces at their disposal. Lack of ground and the distances to be travelled make any form of general compulsion unthinkable. In one large school in Poona a second play-ground has been purchased and every boy is expected to undertake some form of physical exercise, though he does not necessarily play games; in another some 1,300 boys do not play games, but most of these drill. In a third there is no drill: the gymnasium is small and badly equipped, the play-ground too is small and games do not flourish. Schools in other towns vary, but in those managed by well-organised bodies the importance of physical education is receiving more consideration. Were there more teachers who had themselves played games in school and college it would be no difficult matter, where ground is available, to arouse enthusiasm in respect of games and athletics. The games played are cricket, football, hockey, *ãtya-pãtya* and *khokho*. Some excellent wrestling and gymnastics are often seen, but I suspect a decline in this direction. In the Deccan, among boys stripped for wrestling finely developed physiques are not uncommon.

"One cannot feel satisfied that laxity in regard to promotion has been adequately dealt with. It is disheartening to find in a large school that out of some 200 or 300 boys in standard VII only about half can be sent up for a public examination, and not more than 60 per cent. of those will pass. Expedients to promote boys who are unfit without incurring the wrath of the Department are still practised. I quote from an inspection report on an aided school with some 600 boys: 'Looking through the examination lists I found that some boys had been "detained on trial." Thus, at the end of twelve months' experience of a class, the boys are divided into four groups—those who are promoted, those who are detained, those who are promoted on trial and those who are detained on trial. Promotion on trial is a mere *façon de parler*; in other words, a form of evasion as no enquiry is made, when a boy gets in a new class, whether he is to continue in that class after trial or return to the lower class.'

"The primary condition of improvement is improvement of teachers by extension of training and introduction of a greater element of permanency. Generally speaking, in spite of grave defects at times, schools under organised bodies are honestly conducted, genuine work is done, and staff and equipment, if not always satisfactory, with a few exceptions, are not contemptible. Private venture schools, however, number among them some undesirable institutions, and I venture to quote a description of one which was established in 1872 and was deprived of recognition in the current year: 'The school meets in a rented building which is really the dwelling place of a gentleman carrying on the profession of a *vaidya* or medical practitioner. Consequently the rooms in which the classes are held are used for either storing medicines or dispensing them; and in one of the rooms pillows, mattresses and blankets were lying in an untidy manner. The walls of the 1st standard class-rooms are covered with pictures and advertisements, many of which are of an objectionable character. In some of the pictures half-dressed or partially nude females are seen sitting or lying in various attitudes: while some of the advertisements are for specifics for curing venereal diseases. Standard III meets on an open verandah, where at the time of my inspection four postmen were sitting sorting their letters and three loafers standing whistling or humming a song. Not far from the teacher's table was a stable from which a horse was peeping into the class-room and distracting the attention of the pupils by its sounds and movements."

144. **Rules of grant-in-aid.**—The special feature of the quinquennium with regard to the Anglo-vernacular schools is the payment of supplementary grants for the improvement of salaries of the teaching staff and for meeting other immediate wants of the schools. It is a condition of these grants that they shall not be applied to the reduction of fees or subscriptions. The grants allowed are not to exceed one-third of the ordinary grant earned under the ordinary rules of the Code and are exempt from the limitation imposed by them, but this maximum may in special cases be raised to one-half. Not less than two-thirds of the supplementary grants is required to be spent on improving salaries. These grants are usually distributed by managers as bonuses to the teachers.

145. **Amount of aid given.**—The percentage of aided secondary schools to the total of privately managed secondary schools is 69·2. The average annual amount of aid given from public funds in the case of each aided institution is Rs. 2,323. The percentage of cost in an aided school which is

defrayed from public funds amounts to 29·7 per cent of the total cost. The grants paid during the last year reached a total of Rs. 5,08,311 as against Rs. 2,87,717 paid at the end of the last quinquennium. These figures do not include building and equipment grants which are non-recurring in nature.

V.—Courses.

146. The course for Anglo-vernacular schools was revised in 1914; *inter alia* it now provides for the teaching of Science throughout the Anglo-vernacular standards. The 7th standard of the course leads to the Matriculation which still dominates all teaching. The present course for the School Final Examination is much the same as that for the Matriculation except that it omits Science and Classical languages from the compulsory subjects. The revised general Anglo-vernacular course consists of the following compulsory subjects:—(1) English, (2) Vernacular, (3) Classical language, (4) Mathematics and (5) History and Geography. The optional subjects permitted are:—(1) Object-lessons, (2) Drill and Gymnastics, (3) Class-singing, (4) Drawing, (5) Manual Training, (6) Elementary Science and (7) Commercial instruction. Every school is required to teach at least one optional subject in the Middle stage and two in the High stage in addition to the compulsory subjects prescribed for each standard. The course is progressive and extends over seven standards of the Anglo-vernacular school. The Educational Inspector has power to sanction departures from the sanctioned curriculum. The School Final course remains as it was at the beginning of the quinquennium. But when the deliberations of the Committee appointed by the University to frame regulations for a Joint School Leaving Examination which shall take the place of the Matriculation and the School Final are completed and approved, certain definite changes may be expected. Questions in History and Geography and in the Classical language are allowed to be answered in the vernacular, but the option offered has not been used to any remarkable extent, only about 10 per cent of candidates at the School Final Examination of March 1917 having availed themselves of the concession. The reports of examiners seem to show that questions are better answered in the vernacular than in English but the data at present hardly permit of the establishment of any definite conclusion on this subject.

147. **Medium of instruction.**—Previous to the revision of the courses, from the 4th standard upwards instruction was usually given in English, but the revised Anglo-vernacular curriculum has permitted the free use of the vernacular in the teaching of Sanskrit, Persian, Mathematics, Geography, History and Science. The head masters generally welcome the change in so far as it affects the work in the lower high school standards. As regards the higher standards VI and VII, however, opinion seems to incline in favour of the retention of English as the medium of instruction, especially in view of the University Matriculation Examination at which the vernacular is not recognised as an alternative medium of *expression*.

148. **Science teaching.**—The introduction of Science in the curriculum of Anglo-vernacular schools is a great landmark in the history of secondary education in this Presidency:—

"Until five years ago," as Mr. Pratt reports, "there was practically no Science-teaching of any value in Bombay Presidency high schools. It is true that many of them possessed so-called laboratories which were in charge of so-called Science masters, but most of these laboratories were mainly harbours of dusty and archaic scientific toys which did not work, mixed with semi-decomposed chemicals in bottles, and the Science masters, though many of them have since shown their latent worth, did not at that time regard Science from an educational standpoint with such seriousness.

"The one occasion on which a school laboratory would blossom forth was at the Yearly Speech-day and Prize-Giving. For that function some twelve or fifteen senior boys would be stationed in the laboratory in attitudes designed to indicate that they were on the eve of momentous discoveries resulting from the researches they had carried out by means of the apparatus in front of them. To this end the dusty contents of the cupboards would make their yearly pilgrimage to the otherwise unused laboratory tables. Dilapidated electroscopes with enormous and jagged strips of imitation gold leaf would give an air of mystery to the scene. A Rhumkorf coil of dimensions and capacity sufficient to electrocute all the distinguished visitors (were it not for the fact that it did not work) would repose impressively near an apparatus for electrolysing

water, which always leaked. Geissler tubes were invariably present. The most trusted student would busily prepare oxygen and would burn various substances in jars of that gas. In fact, the laboratory would be used to advertise that Science was taught in a practical manner, when as a matter of fact nothing of the sort was the case.

"Regular class practical work was undreamt of. True Science-teaching did not exist. The above description (which might be elaborated indefinitely) is not an effort of literary fancy but is an account accurate in detail, witnessed by myself, of the state of affairs in a school which is now carrying on true Science-teaching with marked success."

Thus, at the outset we were faced with the problem of providing laboratories, furniture, apparatus, a syllabus to work on, and last, but not the least, men who could teach the subject.

149. First of all, a syllabus was drawn up. Both the University and the Educational Department of Government were concerned. There was a certain amount of controversy out of which eventually emerged a syllabus. This was approved by Government in December 1912. The next thing was the provision of suitable text-books in subjects included in the curriculum. This was entrusted to Mr. Wren, then Assistant to the Director of Public Instruction, who, in collaboration with experts in the various branches of Science, produced seven pupils' books and as many teachers' manuals corresponding to the seven standards of the Anglo-vernacular school. The subjects treated of in these books are Studies of Matter and Life for standards I and II, Physiology and Nature Study for standard III, Physiology and Hygiene for standard IV, Physics and Hygiene for standard V, Physics and Mechanics for standard VI, and Chemistry and First Aid for standard VII. Mr. Pratt himself has lately produced a set of Laboratory Note-books for each high school standard for the record of the actual results of experiments conducted by the pupils from day to day in the course of their practical laboratory work. Next followed the appointment of Mr. Pratt as special Inspector of Science-teaching, who forthwith started with the work of preparing designs for laboratories and furniture required for all schools, each according to its special conditions; for obviously no practical work could be carried out until rooms and furniture were available. A ground plan for Government schools was worked out on the principles of taking the maximum number of students to be accommodated and the minimum space necessary for each. This straightforward method, Mr. Pratt observes, "gave very good results and those laboratories which have been built (many unfortunately have been delayed owing to the war) are extremely satisfactory." Furniture was specially designed for the use to which it was to be put and all this information was placed at the disposal of non-Government schools. The question of apparatus was next considered. Mr. Pratt reports that "efforts were made to get it as far as possible in India. But this matter of apparatus still remains to be seriously dealt with. For practical work to be a success, apparatus of a suitable type must be readily and cheaply obtainable. This can never be the case under present conditions. It is necessary that apparatus should be designed and models prepared in such a way that practically everything which is necessary may be made in India cheaply and in a satisfactory manner. Indian schools cannot afford fabulous sums for apparatus of quite unnecessary finish. They require simple efficient apparatus sufficient for their elementary needs." A scheme whereby this state of affairs may be quickly and economically brought about is under consideration.

150. The purposes which Science-teaching was to be made to serve were next settled. "Physics and Chemistry, being exact Sciences, are being used to teach accuracy and observation and precision in practical work. It is hoped thereby to correct the faults of casualness and superficiality in observation and utter slovenliness of all manual work so common amongst Indian boys, and further to develop accuracy in thought and speech. As an aid to this the utmost neatness both in writing and diagrams is insisted upon in the recording of all experiments. It is not considered that the amount of *knowledge* of Chemistry and Physics which can be acquired by the average Indian schoolboy will be very valuable to him in after-life: so these two subjects are looked on as purely educational. Hygiene is taught as important in itself. Boys are made to know the facts of Hygiene in addition to understanding the principles

on which they are based. Thus, this subject is taught differently from Physics and Chemistry. Knowledge is insisted on as an end in itself. Physiology is not regarded as a valuable school subject but is taught only in so far as it is necessary to explain the facts of Hygiene. In order to make its position in the schools clear it has been defined as the 'Servant of Hygine.' Nature study has been introduced into the lower three standards to make the boys more observant and to stimulate their interest and increase their knowledge of their immediate surroundings. Thus, to each branch of Science-teaching has been assigned its definite aim. To each of the Science teachers who are working so steadily and enthusiastically has been given a conscious method."

151. Having settled the aims of the course, the next point considered was method. "Individual practical work by each and every boy was made the ground-work of the scheme. For each standard there was drawn up a list of simple, inexpensive and definite little experiments which should be performed by the boys. The apparatus for these experiments was specially designed. Notes on them were circulated. The teaching which should lead up to them and follow them was shown and an effort was made to rest the whole work on them. They provided something to lay hold of, something to work for, something on which to base one's teaching." After this spade work, Mr. Pratt set about training teachers for Science-teaching. For this purpose he organised training classes at Bombay, Karachi, Ahmedabad and Belgaum. The success of these classes is reported to have been very marked. One of the chief points to which attention was paid in the training of teachers was *Laboratory Organisation*. He observes: "In all the rest of school work there is no parallel to practical Science. The work has to be planned beforehand complete, not only in general outline but in every detail. Necessary apparatus has to be provided and correlated. Quantities and times have to be calculated. Full preparation has to be made so that every student may start work at once and not be delayed at any time during the period."

152. It can now be said that as a result of all this work most of the high schools of this Presidency have laboratories furnished and equipped for students' practical work. Many of them are in Mr. Pratt's opinion excellent and most efficient; and the work done, though elementary and simple, is genuine. A sum of Rs. 85,228 has been spent so far on the provision of suitable laboratory buildings, furniture and apparatus in Government schools and a recurring grant of Rs. 3,910 is made annually for current laboratory expenses.

153. Aided and recognised schools have followed in the wake of Government schools in respect of Science-teaching, especially those teaching up to the Matriculation standard; for the University requires from each candidate for Matriculation a certificate from his head master that he has satisfactorily completed the Science course prescribed by the University (which is identical with that prescribed by the Educational Department) and has passed an examination therein. To ensure compliance with these requirements Science-teaching has been made compulsory in standards VI and VII of all schools which present candidates for the Matriculation and the Department has made it a rule to refuse recognition to schools as full high schools unless and until they make satisfactory arrangements for Science-teaching and produce a certificate from the Inspector of Science-teaching to that effect. Hence, privately managed schools also have had to equip themselves for the work. They have freely availed themselves of the advice and guidance of the Inspector of Science-teaching in regard to their laboratory buildings, furniture, apparatus, and their Science teachers, and spent large sums for the purpose.

154. **First aid.**—For the teaching of First Aid which is included in the Science curriculum for standard VII, First Aid classes have been organised in all Government and many aided high schools with the co-operation of St. John's Ambulance Association and hundreds of students have passed and are passing through a course of lectures on the subject. To Mr. Hider, Head Master of the Bishop's High School, Poona, and Secretary of the local branch of St. John's Ambulance Association, who assisted very actively in the

organisation of teaching and examination in First Aid in Government high schools, acknowledgments of the Department are specially due.

155. **Drawing.**—At the end of the previous quinquennium Government had under consideration, among other proposals in connection with Drawing, the appointment of an Inspector of Drawing for the Presidency. It was not, however, until midway through the five years under review, that the appointment was actually filled, the present Inspector arriving in India in November 1914.

156. Pending the appointment and arrival of an Inspector, new and elaborate proposals for the revision of Schedule I of the Grant-in-aid Code had been prepared by the Principal, Sir J. J. School of Art, Bombay; and these, with a few subsequent alterations and additions, received the sanction of Government and came into force in July 1915, in place of Schedule I of 1911. The parts of this schedule chiefly bearing upon Drawing in schools are:—

Section I.—Rules for the encouragement of Drawing in schools

and

Section IV.—Rules for the training and examination of teachers of Drawing and Art.

157. In Section I no place is now found for the old 1st Grade or a similar examination, as it was felt that this examination had served its purpose in introducing and popularising Drawing in schools. The 2nd and 3rd Grade Examinations, in a broader and more extended form, have been retained under the different names of Elementary and Intermediate Grade Examinations. The system of awarding grants for Drawing to registered aided schools and Drawing classes has been modified. These schools can still earn grants on the results obtained at the Elementary and Intermediate Grade Examinations, but the old Drawing Teacher's grant, by which a teacher was awarded Rs. 150 if 10 of his pupils were successful at the examinations, has been done away with, and made into a "Special grant" given to the school on the certificate of the Inspector. This alteration was necessitated by the evil tendency, which had almost everywhere arisen, on the part of the Drawing teachers, to devote nearly all their time and energy to the small percentage of pupils who were preparing for the examinations and to neglect the others—the backward ones who should have been receiving the most attention.

158. With the abolition of the old 1st Grade Examination, the results grants on this examination naturally ceased, and in order to make up for this loss and also to encourage the proper teaching of Drawing *throughout* the schools a small capitation grant is now given on every pupil receiving weekly instruction in the subject. The working of these new rules shows that, while there may be a few small schools which lose by them, the schools on the whole are able to earn more than formerly.

159. In Section IV of Schedule I, in addition to the old Drawing Teachers' Examination, particulars are given regarding the two new examinations which have been introduced—the Drawing Masters' and Art Masters' Examinations. Success at these examinations now governs the salary of the Drawing Teachers in Government institutions. As a general rule, these teachers are recruited from men who have obtained 1st class certificates at the Drawing Teachers' Examination; but on account of the scarcity of such men and also owing to necessity of appointing teachers with a knowledge of certain vernaculars it is not always possible to strictly adhere to this rule, men with 2nd class certificates sometimes joining the Department. They are appointed on the salary scale of Rs. 40—2—50 per month, but if after a period of four years' service they pass the Drawing Masters' Examination they are then entitled to be put on the higher scale of Rs. 60—$\frac{5}{2}$—100. Previously there was no definite scale laid down according to which the Drawing teachers were paid; and there were very few teachers who were in receipt of a salary of more than Rs. 60. The percentage of the existing Drawing teachers who have undergone any training as teachers is exceedingly small and the standard of their general education is exceedingly poor. It is exceptional to find a teacher who has matriculated or passed the School Final. The majority have been educated up

to the 5th or 6th standard of an Anglo-vernacular school, while there are some whose highest general educational attainment is success at the Vernacular Final. The Inspector of Drawing considers it a mistake to allow students with so little general education to embark upon the career of Drawing teacher and recommends that a minimum standard should be fixed in future for students entering upon training, e. g., the School Final, or at least evidence of having completed the 6th standard of an Anglo-vernacular school. The teaching of Drawing is compulsory up to standard V in Government schools and is optional in aided schools.

160. **Manual training.**—The only Government institutions where provision for any kind of manual training existed during the last quinquennium were the Belgaum High School and the Dharwar Training College for Men. In July 1912 the Director of Public Instruction was asked to report whether he considered it desirable and practicable to establish manual training classes at other Government high schools. In September, 1912, the Government of India, while forwarding the report of the Atkinson and Dawson Committee to inquire into the question of bringing technical institutions into closer contact with employers of labour, emphasised the need of making education in primary and secondary schools more practical and a report on this point was therefore called for. The Director of Public Instruction thereupon recommended that a beginning might be made by the institution of manual training or Sloyd classes in certain selected high schools and in the Divisional Primary Training Colleges for Men in the Presidency, the object being the betterment of general education. Government accepted this recommendation; a Sloyd Organiser was obtained for a term of three years from Mysore where Sloyd had been successfuly taught for some time past; and a special Sloyd class was started at Dharwar for the training of teachers required to teach Sloyd. Mr. Shrinivas Rao, the Sloyd expert, arrived in May 1914 and forthwith began with the organisation of the class proposed. As soon as the necessary building and equipment required for the class were secured and the teachers to be trained for Sloyd work were selected, the class was started in January 1915. The work done comprised both Paper Sloyd and Wood Sloyd. For practice in teaching, classes were borrowed from the Dharwar High School which adjoined the Sloyd-class building. But scarcely had the first batch of teachers gone through their year's training when unfortunately the financial stringency created by the war compelled the suspension of the scheme. The class was therefore closed at the end of the course in October and the Sloyd Organiser was made to revert to his original post in Mysore at the end of November. The first batch admitted for training consisted of 20 teachers, of whom 17 were graduates selected from Government high schools and training colleges in the different divisions of the Presidency, 1 was a student of the Normal Class of the College of Engineering, Poona, and 2 were the instructors attached to the existing manual training classes at the Belgaum High School and the Dharwar Training College. Of these, 1 (a graduate) was found unfit for Sloyd training and was sent away at the end of the first term, 4 qualified for teaching Paper Sloyd, and 15 for work in both paper and wood. The teachers turned out have been posted (in couples) at the Dharwar, Bijapur, Belgaum, Sholapur, Dhulia and Satara High Schools and the rest at the Divisional Training Colleges. They are paid a special allowance of 20 per cent of their salary limited to a maximum of Rs. 15 per mensem, if qualified to teach both Paper and Wood Sloyd, and of half these rates, if qualified for paper work only. Sloyd teaching has been commenced since the beginning of the year 1916, in both paper and wood, at the three schools in the Southern Division where accommodation could be provided, and, for want of rooms for wood work, in paper only at the others. Paper work is done in standards I to III and wood work in standards IV to V. Paper work is done on lines indicated in Anne Rich's 'Paper Sloyd' and wood work on those in Gustaff Larsson's 'Sloyd for the three Grammar Grades.' It is remarked that while these American systems may serve as admirable guides, they are not quite suited to Indian conditions. As Sloyd teachers cannot deal with more than 20 pupils at a time, the school classes, which usually consist of 35, are divided into two batches for Sloyd work. At Dharwar paper work is done by each batch once

a week and wood work for two consecutive periods once a fortnight. In standards I to III, while one batch is doing Sloyd the other plays games; in standards IV to V, however, Sloyd is made to alternate with Science, so that while one batch is doing Sloyd the other does Science. Each batch had 20 periods of Sloyd work during the year. The teacher considers the time given to wood work inadequate and wants double the time to be assigned to it, but owing to the multiplicity of subjects to be provided for in the school time-table this demand cannot be met. He therefore suggests that paper work should be finished in standards I and II and wood work begun in standard III instead of in standard IV. Work in other schools proceeds on analogous lines. At Belgaum the teachers have prepared some original models suited to Indian conditions instead of confining themselves to those prepared at the Dharwar Sloyd Training Class. As Sloyd teaching is still in the incipient stage it is premature to look for any definite results. All that can be said at present is that Sloyd has been well received and provides a much-needed practical side to school-work, the whole field in which was hitherto monopolised by intellectual studies. The total amount expended on the Sloyd Training Class at Dharwar was Rs. 25,495; the total amount spent on the provision of special Sloyd halls, their equipment (including that spent for the Divisional Training Colleges for Men) amounted to Rs. 66,953. It seems clear, however, that if Sloyd instruction is to be introduced on an extensive scale, a less expensive plan for Sloyd rooms and equipment will have to be worked out. The late Mr. Sharp reported in October 1915 that the cost of the rooms designed by the Sloyd Organiser was considerable and in some cases (especially where a site had to be acquired in addition) he feared that it would prove prohibitive. The estimates for a Sloyd room for the Sholapur High School come to Rs. 16,018 with Rs. 20,000 more for furniture; for the Dharwar High School they come to Rs. 16,321; for the Bijapur High School Rs. 12,000; and for the Poona Training College they are expected to come to not less than Rs. 50,000 (for two rooms).

161. In the great majority of privately managed schools no provision exists for manual training beyond Drawing, which is almost universally taught, and sometimes a little gardening. The Deccan Education Society's New English Schools at Poona and Wai make manual training compulsory in the three lower standards, two periods a week being assigned to it. The training begins with Drawing and card-board work of an elementary character, followed by carpentry. Out of a graduated list of simple objects the boys select some and construct them under the guidance of the teacher, plan and elevation drawing preceding construction in each case. After the first three standards those with an aptitude for the work may continue it for a small fee. It is reported that the results, though encouraging, leave much to be desired. The teaching is not yet properly co-ordinated with that of other subjects and continuity is often difficult to secure. The Society for the Promotion of Education among the Masses has a Manual Training Class in Bombay attended by about 75 boys from the higher vernacular and Anglo-vernacular classes. Instruction is given in drawing and carpentry. The class is inspected by the Committee of Direction for Technical Education and a grant of Rs. 398 is awarded. The Anglo-vernacular School of the Depressed Classes Mission, Bombay, has an industrial branch to which all pupils are sent. Carpentry and gardening are taught. The American Mission High School, Bombay, has taught laundry work to the boys for some years, but as no one has taken it up as an occupation on leaving school, it is likely to be discontinued. Cooking and cleaning and care of little children have been insisted on as part of the training of girls living in the hostel, in addition to sewing. The American Mission High School, Ahmednagar, provides instruction in carpentry for those who wish it. It is reported that very few boys, if any, take the course, unless given some incentive to do so, such as a free-studentship. At the J. N. Petit Parsi Orphanage, Bombay, Sloyd Manual Training has been given up to the 4th Anglo-vernacular standard since 1900, paper cutting and clay modelling being taught in the vernacular classes, and wood work in the Anglo-vernacular.

162. **Moral instruction.**—A conference was held in Bombay under the auspices of Lord Sydenham in April 1910 for the purpose of determining how far the definite teaching of morals could be introduced in schools and what

lines such instruction should follow. The proceedings indicated that while there was considerable diversity of views regarding the question of direct moral instruction in schools on a non-sectarian basis, a strong feeling existed in favour of systematic teaching directed to the formation of character and to the cultivation of a knowledge of the great moral truths that underlie all right conduct. The Government accordingly determined to proceed with measures for the introduction of teaching of this character in Government institutions. The late Mr. Sharp, on being consulted, suggested the provision of books which would guide the teachers by suggesting topics that could be developed in an orderly manner and by providing illustrative material or indicating sources whence such materials could conveniently be extracted. Thereupon, Mr. R. E. Enthoven, I.C.S., was entrusted with the preparation of a hand-book of moral extracts for the use of teachers. He arranged it in two volumes—the first consisting of extracts drawn mainly from Indian sources and intended for the use of teachers in primary and Anglo-vernacular schools, the second containing materials suitable for the use of teachers in high schools. These volumes were published in 1913 and the first has since been translated into the different vernaculars of the Presidency—Gujarati, Marathi, Kanarese, Sindhi and Urdu—with the view of placing the materials within the reach of the vernacular teachers of primary schools. As regards the use of these materials, definite instructions have been issued that the moral lessons as actually delivered should not be merely a reproduction of the contents of the book but should represent the teacher's own work. While engaged in England on the work of collecting materials for his hand-books Mr. Enthoven came into touch with Mr. Gould of the Moral Education League and was much impressed with the value of his demonstration lessons. He accordingly brought Mr. Gould's methods to the notice of Government, and proposed that in view of their probable utility to Indian teachers, he should be invited to give a series of demonstration lessons in moral teaching. Government accepted the proposal and Mr. Gould came to Bombay in January 1913 for a period of six weeks. He toured round the Presidency and visited with the Director of Public Instruction all the principal educational centres, viz., Bombay, Belgaum, Dharwar, Poona, Karachi, Hyderabad, Ahmedabad, Surat, and also Baroda at the special invitation of His Highness the Gaikwad. He held 22 public meetings, visited many primary and secondary schools, and had interviews with a large number of teachers and educationists. The meetings began generally with a demonstration lesson lasting about 40 minutes and adapted to the capacities of children aged from 10 to 14 years, though, for Mr. Gould's convenience because an acquaintance with English was essential, the pupils presented were actually somewhat older. On the dismissal of the class after the conclusion of the lesson, questions and discussions were invited from the audience. At the meetings of teachers, Mr. Gould constructed a lesson, with approximate explanations and comments, in order to show how a teacher should prepare a lesson and should select and arrange his material. In this case also, questions and discussions were invited, subject, however, to the proviso that these should be limited to the practical aspects of the teacher's preparation for class work. At the end of his tour Mr. Gould submitted a report of his work and made certain recommendations on the subject of the introduction of systematic moral instruction into Government schools. Government thereupon ordered that the subject of moral instruction should be included in the curriculum of the Vernacular Training Colleges and of the Secondary Training College and that a beginning should be made with the imparting of moral instruction in such secondary schools only as possessed teachers who had had an opportunity of attending Mr. Gould's demonstrations, other schools being required to wait until they received teachers who had profited by the course of moral lessons in the Training College. Moral lessons are now given in all Government secondary schools for one period a week—in the vernacular in the lower classes and in English in the higher. The attention of head masters has been drawn lately to the desirability of giving these lessons as a rule in the vernacular of the pupils. In order to prevent unsystematic work by the teachers, head masters have been instructed to prepare a detailed syllabus at the beginning of each year and to see that the teachers worked up to it and also to check notes of their lessons in advance. Some of the lessons are expected to deal with

the simpler ethical problems arising out of the war. Though direct moral instruction is now being systematically given in all schools, opinion is still divided (as it must be on such a question) in regard to its relative value in the scheme of school studies as a factor in the formation of pupils' character. The Head Master, Surat High School, observes :—

"Direct moral teaching has been tried during the quinquennium, and though some improvement may have been effected in the character of school children under careful supervision and the influence of the personality of the teacher and the improved moral tone of the school, it will be idle to claim that direct moral teaching will work wonders. Indirect agencies, such as monitorial or similar systems, notably the Boys' Scout system, tone, social life, discipline, improved surroundings, greater attention to hygiene, physical culture and organised recreation will achieve better results than any amount of dragging boys with trite moral truths and stale platitudes."

The Head Master, Dhulia High School, remarks :—

"In the upper classes the method of 'conversation' on some moral subject was generally adopted and illustrated by some impressive anecdotes from history, religious tales, etc. The works of Messrs. Gould and Eothoven were taken for guidance. In the lower classes 'story telling' was found more effective than 'conversation,' the boys being asked to elicit the moral of the story. But the main source of moral instruction in this institution was the play-ground. This brought about a marked improvement in the habits of the boys as they received practical lessons in such factors as health, self-sacrifice, perseverance, cheerfulness, obedience to authority, etc."

The Head Master, Ahmedabad High School, reports as follows :—

"Increasing importance has, of late, been attached to the subject of moral instruction, and deservedly so. This subject receives its due share of attention from us. Besides utilising all opportunities that may incidentally arise for deducing morals in the course of any lesson, we find time (one period of 50 minutes every week) to impart it directly in every class on the lines recommended by Mr. Gould in his books, mostly through stories of Indian origin and of every-day life. Every effort is made to create in the minds of our boys a love for all that is good and noble and hatred for everything that is mean and despicable. As a further stimulus to boys, prizes are awarded every year and in every class for good conduct. Much must, however, depend (1) on the personality of teachers themselves and (2) on the amount of care which is bestowed by parents and guardians to shield their sons and wards from such baneful influences as manifest themselves in not a few homes. Where there is a lack of either or both of these elements the results are bound to fall short of our expectations."

The Head Master, Poona High School, thinks that the two cases quoted below show that the moral instruction given in the school has not been entirely thrown away but is bearing some fruit :—"A boy of standard VI found a five-rupee note lying on the ground in the class. Another boy had brought it to pay his fee with and had foolishly placed it in a book, from which it had dropped without his knowledge. But the boy who had found it, instead of thinking of misappropriating it, at once handed it over to his class master. Similarly, a boy of standard V found a gold ring in one of the quadrangles, but he also honestly delivered it to his class master to be returned to its rightful owner."

163. Mr. Gould also recommended the appointment of a Consultative Committee, not confined to professional teachers, which should, in consultation with the Director of Public Instruction, consider from time to time the question of the development of moral instruction in relation to public needs. Government have accordingly appointed a Moral Education Consultative Committee, consisting of officials and non-officials, which meets once in the rains and reviews the progress made in the field of moral instruction. Three meetings have been held hitherto, in 1914, 1915 and 1916—with what success "in giving éclat to the scheme and in helping to keep the ideas fresh and out of the school-rut" it is difficult to say. What has been noticed is that the initial enthusiasm in the matter has sobered down and the Committee's meeting has become an annual function, more or less formal.

164. It may be added that as a part of moral instruction lessons on temperance also have lately been ordered to be given in all Government secondary schools on the lines indicated in the English Board of Education's Syllabus on the subject. Government middle school classes also study in the Vernacular Readers temperance lessons specially compiled on the basis of this syllabus and approved by Government.

165. **Medical Inspection and School Hygiene.**—The question of Medical Inspection of school children was taken up for consideration in June 1912. While it was still under consideration the resolutions passed by the Conference on the education of the domiciled community which met in Simla in July, 1912, were forwarded by the Government of India with a recommendation, *inter alia*, that Government should appoint medical officers to examine the pupils in each European school at least once in every school term. A scheme was thereupon prepared by the late Mr. Sharp in consultation with the Surgeon-General with the Government of Bombay, the salient points of which, as approved by Government, are as follows :—

(1) At the outset, medical inspection will be confined to Government, Municipal and Local Board, and other aided secondary schools for boys (European, English-teaching and Anglo-vernacular), and the Vernacular training institutions for men and the practising schools attached to them.

(2) These schools will be divided into five groups—(i) Bombay, (ii) Northern Division, (iii) Central Division, (iv) Southern Division, and (v) Sind, to each of which will be assigned a special medical officer solely to carry out inspection of children and, when necessary, to advise school authorities regarding them.

(3) The medical officers, who might be either Europeans or Indians, will not be allowed to treat the children themselves and will be debarred from private practice of any kind. They will be entertained for a period of five years, renewable for further periods of five years so long as their work remains satisfactory, the engagement being terminable by six months' notice on either side. They will be officers of the Educational Department, their appointments will be non-pensionable, and their pay will be Rs. 500—50—800 a month, and the travelling allowance that allowed under the Civil Service Regulations to officers of the first class. Being these lines over to the legal in line with the mainpura.

The scheme has been approved by the Government of India and the Secretary of State for India, but is held up owing to the present financial stringency.

166. A subordinate but very necessary adjunct to the scheme is the systematic weighing and measuring of the pupils, which can be carried out by the ordinary class teachers. The students at the Secondary Training College are shown how to do this. This part of the scheme has been brought into effect since 1913. A convenient weighing machine of the lever type, two tape-measures, one for nailing to a wall to give the height and the other loose, an eyesight chart to be read in the ordinary way, and record cards have been supplied to every Government secondary school and primary training institution at a cost of about Rs. 70 each. Every pupil has a card assigned to him on which is recorded every six months his weight, height, chest measurements, and range of eyesight. The pupil on leaving the school receives along with the usual leaving certificate this physical record card. The records have this practical importance that if a boy is found to be short-sighted, he is now made to sit in front of the class and near the black-board—a point which teachers never dreamt of attending to in the past. Further, the masters have instructions to communicate the physical defects noticed to the parents and advise them to take the necessary preventive and remedial measures. It is hoped that the systematic recording of these physical measurements will be of considerable practical assistance to the medical officers when with the return of better times the whole scheme comes into force.

167. As regards School Hygiene, definite building regulations based on hygienic principles have been laid down in consultation with the Sanitary Engineer and the Sanitary Commissioner to Government, and all schools, whether Government or aided, have now to submit plans and estimates of buildings proposed by them. The sanitary and hygienic requirements laid down are, as far as possible, expected to be observed in the designing and construction of the buildings. Where these standard requirements cannot be fully complied with the authorities submitting the plans of school buildings are required to explain the deviations from them which special local circumstances

or conditions render necessary or desirable. These regulations have already begun to have a marked effect on the character of the new school buildings erected.

168. In 1913 a course of two lectures dealing with common children's diseases was arranged for in consultation with the Surgeon-General for the benefit of teachers in Bombay, and Dr. C. Coutinho delivered them on "Diseases and morbid conditions that render the presence of children at school undesirable, and the signs by which teachers may recognise them," for which Government paid an honorarium of Rs. 100. From the Imperial grant of four lakhs received in 1913 for Educational Hygiene, allotments were made to schools for the provision of suitable play-grounds, gymnasia, school-gardens, etc., amounting to Rs. 63,701 in the case of Government and Rs. 5,600 in the case of aided schools.

169. **Physical Drill.**—In the last quinquennial report physical drill, such as was then practised in the great majority of schools, was described as, with few exceptions, useless. To remedy this defect Mr. Wren who had studied the question of physical culture was placed on special duty in August 1913 for a period of two months for the purpose of holding a class for the instruction of teachers in right methods of teaching physical drill. The class assembled at Poona on 6th October and lasted a fortnight. It was attended by 27 Government teachers, 7 inspecting officers, and 4 teachers from aided schools, and was visited by others engaged or interested in education. The work done was both practical and theoretical. Lectures were given on physiology, personal hygiene, the theory of muscular development, organic health and general physical culture; demonstrations were made of exercises designed to develop and strengthen specific organs and muscles, and the class was instructed in the correct performance of selected exercises for junior and senior boys and for short daily courses as well as for longer courses. Mr. Wren was also to compile a teachers' manual on physical culture embodying the principles and methods of physical exercise but he has not yet found time to publish it. It should be added that there is no uniform and graduated course in physical training prescribed for general use in the Presidency. The preparation of such a course is a distinct desideratum. Mr. Wren's drill system has been adopted in almost all Government schools; several head masters have reported that it has answered its purpose well and that the exercises serve as an excellent means of relaxation in the course of class lessons after continuous work for two periods. The total cost of Mr. Wren's drill class amounted to Rs. 2,798 which was met from the Government of India's grant for Educational Hygiene.

VI.—School Work and Methods.

170. On this subject Mr. Marrs observes :—

"Many teachers set work to be done, but do not exact due performance of the task except when writing is involved. In history and geography especially one frequently finds that boys are set lessons to learn but no adequate attempt is made to find out who has learnt his lesson and who has not. Punishments for failure to do work set are in consequence rarely heard of. It is so difficult to make teachers realise the perniciousness of this method or want of method that one is driven to conclude that real discipline in regard to the exaction of work is beyond many. Again, as a head master I found it most difficult to induce assistants to report boys for laziness. I caned many for various offences, but the only case of parental interference and protest was in respect of a boy who was caned for deliberate and habitual idleness. As the University does not examine in geography this subject has suffered. It is easily the worst taught subject in Indian schools; very few teachers have any conception of its possibilities, and very few have the knowledge necessary for a competent treatment of the subject. Some teachers of history give themselves away at once by speaking of their history lectures. They seem quite happy to get up and talk away at length, whether they are understood or not, and much of the questioning is perfunctory and objectless. However full the text-book, it is surprising how frequently notes are given on additional facts. Incidentally I may mention that the history of Ireland has been exciting interest. Slovenly writing is still far too common. I attribute it in part to the use of rough note-books in which boys scribble all day long, and I have tried to suppress them. Rough note-books are needed when there are no writing desks and boys have to work on their knees, but when desks are given masters often continue to allow the most disgraceful scrawl in pencil, and it is only under compulsion that many of them look at the note-books. The writing work in a European school is usually a revelation to an Indian visitor. Further, very few masters on their own initiative take

the trouble to examine the style of the copy book used and teach how letters are to be formed and joined. In Government schools in this division there are strict orders regarding the writing, but so far as the scientific teaching of writing is concerned they are not satisfactorily carried out. In the teaching of Arithmetic and Algebra a good deal of time is wasted in laboriously working out examples on the board when boys have reached the stage when they should be working out examples for themselves. Some improvement has been effected in the teaching of English. The direct method is far more commonly employed than it was five years ago, but the change has not produced universally satisfactory results. The explanation doubtless is that it needs more intelligent teaching and a defined programme on the part of the teacher. Trained teachers sometimes carry new ideas to extremes, ask too many questions on simple points, and waste time. The untrained teacher, not understanding the importance of systematic work, goes on from month to month talking about the reading lessons, and finds at the end of the year that the boy does not know the necessary grammatical forms and cannot spell. He has not arranged for graduated progress, and even the trained teacher will sometimes fail in this respect. The untrained teacher also has rarely the knowledge of class management that is essential to intelligent treatment of the method. In Poona two trained Government teachers were appointed instructors in teaching and have been engaged in teaching the method in aided schools with the result that it is more commonly used, better understood and better applied. The teaching of composition is still hardly a matter for congratulation. The defects are in part due to the faulty English of many of the teachers themselves. The teaching of translation is depressing. It is prescribed from the 5th standard when boys are expected to have some command of English, but teachers and taught fail lamentably in precision and in their attempts to give full value to nicety of expression. It is not unusual for boys to leave out whole phrases through sheer carelessness. Reading outside the text-books is encouraged in all Government schools and in other well-managed schools. Certain large schools still cling to the 'subject teacher' even in the lower standards with the result that small boys go to one teacher for copy-writing, to another for Mathematics, to a third for History, Geography and Vernacular, and to a fourth for English, to say nothing of the Drawing and Science teacher. In the lower classes the practice is not due to attachment to the subject teacher but to the employment of cheap teachers with slender qualifications who can be trusted with only a limited number of subjects."

171. As regards Sind Mr. Hesketh reports:—

"The direct method of teaching English, which is perhaps the most striking feature of Mr. Fraser's work, is firmly established and as a rule used intelligently by the trained teachers. In the smaller schools, however, the work is sometimes a travesty of the real method, but there are signs of improvement. Some teachers do not realize that to translate each lesson completely is not part of the method."

As remedies he suggests the greater employment of Englishmen or of Indians educated in England as head masters, the gradual elimination of non-graduates, and the training of all teachers.

172. **Keys.**—The use of keys is strictly forbidden and boys and teachers found using them are severely dealt with. Some head masters point out that the prescription of text-books in English for the Matriculation Examination gives rise to a crop of annotated editions of the books prescribed, some of them containing a liberal paraphrase of the poetry text. But keys and annotations are not convertible terms. The best of the annotated editions cannot be described as keys, though others may be little else. It is also pointed out that the present practice of appointing the same English Readers in all Government secondary schools leads to the publication of keys, especially as many other schools follow the Government schools in the choice of books. "I have myself detected", remarks Mr. Marrs, "publications containing explanations of English and Vernacular text-books — chiefly synonyms — in one or two schools only, though I invariably turn out the bags of a number of boys in each school inspected. In one school they had evidently been prescribed by the teacher. Apart from English and Vernacular Readers very few keys seem to be produced, though one head master speaks of keys to mathematical books being used by his teachers in the preparation of lessons. There are many editions of specimen essays which boys diligently search through to find the subject set, especially when the essay is to be written at home. It has always struck me as extraordinary that nearly all the Arithmetic and Algebra text-books used in Indian schools contain answers to the examples."

173. **Improvements.** — As regards the improvements Mr. Marrs observes:—

"The chief need is good teaching and good general training, and during the quinquennium we have not been idle. The attempt to make education more real and less artificial has been continued and extended. All Government schools and many other schools have lanterns and many sets of slides have been circulated and regularly used. More frequently, though not frequently enough, one finds in school libraries books with good illustrations that can be used by teachers. Stereoscopes and stereoscopic pictures have been encouraged. Gardening, manual training, first-aid work are more commonly met with. Boys' libraries with graduated story books are seen in all the better schools, and a definite effort is made to encourage independent reading outside the text-books. But the dealing with things rather than words is too often a farce. Not long ago I watched a lesson about the sparrow given under the direction of a trained teacher. The teacher responsible for the lesson had gone to the Museum for a model of a sparrow, and not finding one had brought along a model of a crow, and was saying 'Here is a sparrow. What is this?' 'That is a sparrow,' answered the obedient class. Sparrows were hopping up and down the verandah outside, but they did not come from a Museum and were unworthy of recognition. Moral lessons are often unreal and impractical, and sometimes harmful. I found in one boy's notes on a lesson, evidently dictated, 'Do not speak unpleasing truths.' These disappointments must be expected, and should not unduly depress. We are trying to create a new atmosphere, and not until our teachers are trained, or have themselves been brought up in a new atmosphere, will change and improvement become more real and widespread."

174. On the whole, however, teaching methods in Government schools may be said to be slowly but surely improving with the ever-increasing proportion of trained teachers on the teaching staffs. Head masters' reports bear ample testimony to the great change that has come about in teachers' methods and outlook. That progress is slow is due to the very limited capacity of the Secondary Training College. On the other hand, the condition of not a few privately managed schools does not show much real advance. They work under great disabilities. A large majority of their teachers are untrained and insufficiently qualified, poorly paid and without any alluring prospects of promotion, and unprovided with the necessary teaching appliances. Too often the aims of the managers of such schools are limited to larger numbers and larger fee receipts, to obtain which 'school touts' are in some places employed to lure pupils from one school to another. It cannot, at the same time, be denied that the general improvement in the intelligence of the people following upon the educational, economic, political and social progress of the country has begun to tell and that better work is demanded even from privately managed schools. The general rise in the cost of living has also begun to influence for the better the wages of teachers employed in these schools; and the closer control and more stringent inspection exercised over them have stimulated progress.

175. In conclusion, one cannot fail to notice the influence of War on the activities of schools and the minds of masters and students. War lectures, exhibitions of war pictures, the spread of war news and war literature, have enlarged their hitherto too limited and cramped mental horizon; the celebration of the Belgian Children's Day, War Relief and War Loan meetings, and the observance of Darbar Day, Trafalgar Day (as at Belgaum), and the War Anniversary have broadened and given a practical direction to their sympathies; thus, consciously or unconsciously, they are being led to a realization of the Unity of the British Empire and of the greatness of our imperial ideals which would have been quite impossible and even inconceivable in times before the war.

VII.—Wastage in Schools.

176. The following table shows the total number of candidates presented and passed at the Matriculation and School Final Examinations in 1911-12—1916-17 (both from British Districts and Native State schools):—

	Matriculation.			School Final Examination.		
	Presented.	Passed.	Percentage of passes.	Presented.	Passed.	Percentage of passes.
1911-12 ...	4,019	2,025	50·0	1,717	677	39·4
1916-17 ...	5,382*	1,874	34·8	1,333	578	43·4

* Including ex-students.

177. The total number of students actually in standard VII in Anglo-vernacular schools in British and Native State territory in 1916-17 was 4,773. Not all of them appeared for the Matriculation or School Final Examination. The facts just stated taken in combination with the figures in the table above show that out of those actually in standard VII only 51·4 per cent were able successfully to complete the Anglo-vernacular course, that is, assuming that no students passed in both examinations though as a matter of fact a certain number do take and pass in both. But the students who are now in standard VII were in standard II in 1911-12 and have come up to the end of the course out of 10,981 of their contemporaries five years ago. The following figures show more explicitly the wastage which occurs in our Anglo-vernacular schools :—

	Number.	Percentage.
Standard II in 1911-12 ...	10,981	100
Standard VII in 1916-17 ...	4,773	43·4
Matric and School Final in 1916-17.	2,452	22·3

Assuming the percentage of those taking the University degree 4 years hence to be the same as now, out of the present number of Matriculates only 1,303 would take the degree. Thus, out of 10,981 in standard II in 1911-12 only 1,303 or 11·9 per cent. only would succeed in taking the degree, the rest dropping out somewhere in the course.

HOWING THE PERCENTAGES TO MALE POPULATION OF BOYS IN THE PRIMARY STAGE OF INSTRUCTION I

SKELETON MAP
of the
BOMBAY PRESIDENCY

Scale 30 Miles = 1 Inch

REFERENCES

Percentage from 3 to 4
" " 4 " 5
" " 5 " 6
" " 6 " 7
" " 7 " 8

Percentage

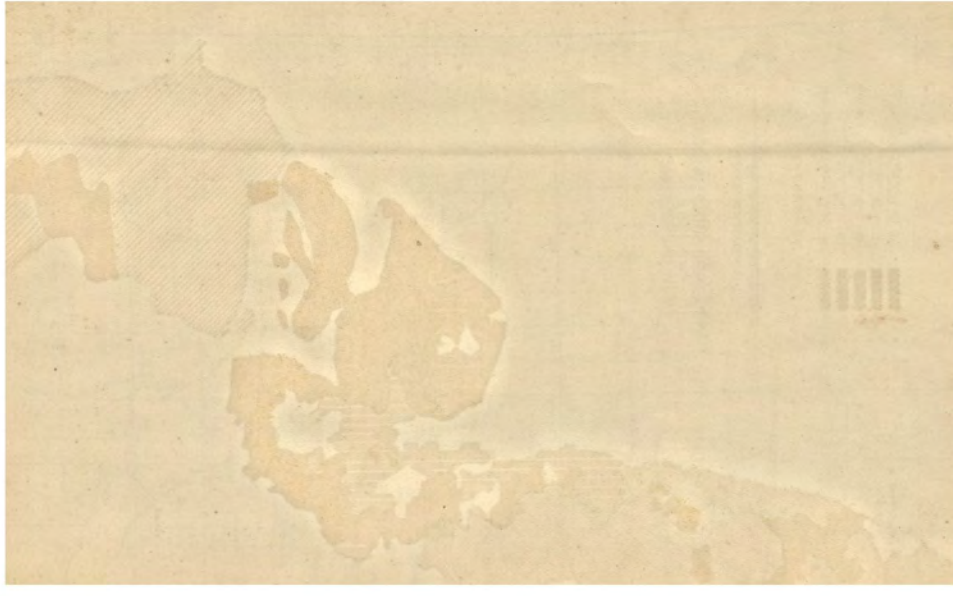
Northern Division ..... 6·5
Central ..... do. ..... 4·8
Southern ..... do. ..... 4·9

Govt Photozinco Office Poona, 1917

Percentage

Bombay Presidency ..... 5·2
Sind ..... 3·5

Native States for which separate statistical r



CHAPTER VI.

PRIMARY EDUCATION.

I.—General.

178. **Definition.**—As indicated at the beginning of the last chapter, education given wholly in the vernacular is in this Presidency termed "primary." In this chapter primary schools for boys only are dealt with.

179. **Organisation.**—The general organisation of schools is as shown in the diagram opposite page 71 of the Government of India's last Quinquennial Review. The primary school course is composed of an infant class and seven standards. The schools are, under the most recent classification, divided into 2 grades—First and Second—according as they teach beyond standard IV or only up to that standard.

180. **Management.**—A preponderatingly large proportion of primary schools belongs to district local boards and municipalities, a certain number to private bodies, and only a very few to Government. At the end of the quinquennium district local board and municipal schools numbered 7,859, privately managed schools 1,764, and Government schools 22. In respect of district local board schools, however, it must be noted that their actual administration rests with the Government Educational Department. The municipal schools are administered by school committees appointed by municipalities in accordance with the general rules and regulations of the Government Educational Department.

II.—Progress in the quinquennium.

181. **Numerical increase.**—The number of schools and pupils increased during the quinquennium from 8,914 and 517,369 to 9,645 and 570,354 respectively. If pupils in primary departments of European and English-teaching schools are also included, the figures are as follows:—

	Total number of pupils in	
	1911-12.	1916-17.
Pupils in primary schools	517,369	570,354
Pupils in primary departments of European and English-teaching schools.	5,562	5,469
Total ...	522,931	575,823

182. **Distribution.**—There is one primary school for boys for every 2·7 towns or villages in British districts as against 2·9 in 1911-12: the limits between which this average is struck are 3·5 towns and villages in Sind and ·1 in Aden. If area is taken as the basis for calculation, there is one school in every 12·8 square miles as against one in 13·8 square miles in 1911-12, the variation being from one school in every 3·1 square miles in Aden to one in every 32·5 square miles in Sind. From the point of view of population, there is one school for every 1,063 of the male population, the variation ranging from one for every 956 in the Northern Division to one for every 1,342 in Sind. The proportion of pupils is now 52·1 per mille as against 48·3 in 1911-12.

183. **Numbers of schools and pupils by divisions.**—The numbers of schools and pupils by divisions are as follows:—

Division.	Number of pupils reading in boys' primary schools in				Percentage of increase or decrease.	
	1911-12.		1916-17.		Schools.	Pupils.
	Schools.	Pupils.	Schools.	Pupils.		
Central Division	3,167	184,784	3,666	203,069	+15·8	+9·9
Northern Division	1,882	134,483	2,006	152,386	+6·6	+13·3
Southern Division	2,413	130,108	2,502	141,892	+3·7	+9·1
Sind	1,415	66,382	1,445	71,346	+2·1	+7·5
Aden	37	1,612	26	1,661	−3·0	+3·0
Total ...	9,914	517,369	9,645	570,354	+8·2	+10·2

It will be seen from the above table that the increase in schools is shared by all the parts of the Presidency except Aden, where there was a decrease of 11, while that in pupils is shared by all.

184. **Average enrolment in a school.**—The average number of pupils per school increased from 58 to 59 during the quinquennium. The following table shows the average number of pupils per school in different divisions of the Presidency in 1911-12 and in 1916-17, and the percentage of increase or decrease in the average enrolment :—

Division.	Average number of pupils in a primary school in		Percentage of increase or decrease.
	1911-12.	1916-17.	
Central Division	58	55	−5·2
Northern Division	71	76	+7·0
Southern Division	54	57	+5·6
Sind	47	49	+4·3
Aden	44	64	+45·5
Average ...	58	59	1·7

185. **Percentage of boys at school.**—The percentage of pupils in primary schools for boys to male population is 5·2 : 7·2 in the Northern Division, 5·2 in the Southern Division, 4·9 in the Central Division, 4·9 in Aden and 3·5 in Sind.

186. **Schools and pupils by management.**—The classification of schools and pupils by management for the present quinquennium as compared with the preceding is given below :—

		Government.	Board.		Aided.	Unaided.	Total.
			Local Board.	Municipal.			
Primary schools for boys.	1911-12 ...	11	6,251	718	1,819	115	8,914
	1916-17 ...	22	7,073	786	1,655	109	9,645
	Increase or decrease per cent.	+100	+13·1	+9·5	−9·0	−5·2	+8·2
Pupils in primary schools for boys.	1911-12 ...	1,960	338,055	90,554	81,716	5,684	517,969
	1916-17 ...	1,970	371,778	112,565	77,106	6,935	570,354
	Increase or decrease per cent.	+44·3	+10·0	+24·3	−5·6	+22·0	+10·1

The increase in Government schools was due chiefly to the opening of criminal tribe schools by Mr. H. Starte, I. C. S., under his criminal tribes settlement scheme for Dharwar, Belgaum, Bijapur and Sholapur districts and of the Government factory schools at Sholapur and Gadag; while that in district local board schools was due to the opening of new schools under the Government programme for the extension of primary education among the masses. The decrease in aided and unaided schools can be explained chiefly by the gradual process of absorption of such schools in the prevailing board school system.

187. **Distribution by race and creed.**—The distribution by race and creed of pupils is shown below :—

Race or creed.	Total number in primary schools.	Percentage to the total.
Europeans and domiciled community ...	7	...
Indian Christians	10,690	1·9
Brahmins	57,160	10·0
Non-Brahmins	392,921	68·9
Muhammadans	104,679	18·3
Buddhists	1	...
Parsis	3,926	·7
Others	970	·2
Total ..	570,354	100·0

The small number of Europeans in primary schools is due to the fact that nearly all European children in the primary stage of instruction attend the primary department of European and English-teaching schools.

188. **Distribution by stages.**—The numbers of boys in the three primary stages calculated on the numbers both in primary schools and in the primary departments of secondary schools are as follows:—

	Total number in each stage.	Percentage to total.	Percentage of increase or decrease during the quinquennium.
Number of boys in the upper primary stage ...	100,765	18·9	−34·2
Number of boys in the lower primary stage reading printed books.	299,759	56·1	+58·7
Number of boys in the lower primary stage not reading printed books.	133,495	25·0	−12·7
Total ...	534,019	100·0	+7·9

The decrease in the number of boys not reading printed books is welcome, while that in the number of those in the upper primary stage is due mainly to the transfer of vernacular standard III from the upper to the lower primary stage in the course of the quinquennium.

189. **Pupils in the upper primary stages.**—The proportion of pupils in the upper primary stage to the total in primary schools is 20·5 per cent in the Northern Division, 17·7 per cent in the Central Division, 18·3 per cent in the Southern Division, 19·6 per cent in Sind and 5·5 per cent in Aden.

190. **Expenditure.**—Direct expenditure on primary boys' schools is now Rs. 53,71,241 as against Rs. 41,55,041 in 1911-12. There is thus an increase of Rs. 12,16,200. The amounts derived from different sources are as follows:—

	Amounts contributed in		Percentage to total expenditure in	
	1911-12.	1916-17.	1911-12.	1916-17.
Public funds ...	33,75,550	44,41,928	81·2	82·7
Fees ...	3,74,858	4,31,637	9·0	8·0
Other private funds ...	4,04,633	4,97,676	9·8	9·3
Total ...	41,55,041	53,71,241	100·0	100·0

Public funds also contributed Rs. 60,873 in scholarships—a sum which is not shown in the figures above. Public funds represent not only the contribution of Government but also that of the district and municipal boards. It will appear from the above table that over 82 per cent of the expenditure on primary schools was met from public funds. Of this, 69·2 per cent was from provincial revenues, 11·8 per cent from district local board funds and 19 per cent from municipal funds. It is to be noted that fees cover but a small fraction of the total expenditure.

191. **Average expenditure per school and pupil.**—The average expenditure on a boys' primary school has increased during the last five years from Rs. 466 to Rs. 556, varying from Rs. 451 in the Southern Division to Rs. 946 in Aden. The cost of a school under public management is Rs. 581, of an aided school Rs. 424, and of an unaided school Rs. 833. The average annual cost of educating a pupil in a boys' primary school has increased from Rs. 8·1 to Rs. 9·3, varying from Rs. 7·5 in the Southern Division to Rs. 16·6 in Aden.

192. **Sources of income.**—The ratios borne by public funds, fees and subscriptions to the total expenditure are 82·7, 8·0 and 9·3 per cent respectively. The average annual fee levied per head is Re. 0-11-11 against Re. 0-11-9 in 1911-12.

193. **Statistical summary.**—The quinquennium has thus been a period of progress, the numbers of schools and pupils have increased by 8·2 per cent and 10·2 per cent respectively, the direct expenditure has increased by 29·3 per cent, the Government contribution to it by 46·0 per cent, and the average cost of a school by 19·3 per cent.

194. **Progress in efficiency.**—The progress has not, however, been purely numerical. The Department was throughout the period engaged in devising various means of improving the condition of schools. A large number of schools have been provided with buildings and necessary articles of equipment from free building and equipment grants given by Government; the output of the primary training colleges has been increased; additional assistants have been given to undermanned schools; and pay and prospects of untrained assistants have been improved; face values of training college certificates have been given to teachers as far as possible and attempts have been made to pay masters according to the scale laid down in the Training College Codes; school courses have been considerably revised; and the inspecting staff has been strengthened.

III.—School Life.

195. **The pupils.**—A village primary school draws pupils from the village itself and surrounding hamlets. Schools in cities and large towns are attended by children of all classes, creeds and occupations. Hostels are not generally a necessity in village schools and people in cities are generally disinclined to entrust their wards to hostels, partly because of the very tender ages of the children and partly because of the heavy expense. The few hostels that exist are in connection with Mission schools and Central schools for aboriginal hill tribes and for Mahomedans, maintained for special reasons.

196. **The school house.**—There are, roughly speaking, four kinds of school buildings to be found in various districts of the Presidency, viz., (1) houses or buildings given rent-free by the villagers for schools and subsequently adapted to school purposes; (2) private houses rented for schools; (3) school buildings of modern type built by the Public Works Department or the district local board agency, and (4) chavdis, dharmashalas, temples, etc. The first and second kinds of buildings are not usually very suitable for school purposes in point of light, ventilation and accommodation. Chavdis, dharmashalas and temples are often equally unsuitable. Moreover, school work is disturbed, as villagers and travellers assemble there. Some of the modern buildings erected before the year 1913 have now come to be regarded as unsuitable from several hygienic points of view, and the plans of any proposed new buildings have to be first submitted for approval to the Sanitary authorities. The procedure first adopted was, however, found to be very cumbrous and plans took an incredibly long time in getting final approval. The process of obtaining sanction to school plans was, as described by the Commissioner, Central Division, a veritable "game of departmental battle-door and shuttle-cock." In order to expedite matters the procedure has lately been somewhat curtailed. The heavy cost of primary school buildings ordinarily provided has been a constant subject of criticism during the quinquennium, for the district local boards with the limited funds at their disposal cannot afford the luxury of fine and costly school buildings. As Mr. W. O. Alcock, I.C.S., Collector of Broach, put it, the question is how a school building of a satisfactory sanitary design can be realised in cheap construction. The problem is one quite as much for the builder as for the hygienist. After prolonged consultation with the Sanitary and Engineering authorities, type designs for cheap open-air school houses have been finally evolved. They are for (i) a single-master school, with accommodation for 40 pupils and 400 square feet floor space (the cost of this works out at Rs. 1,358 or Rs. 34

per pupil), and (ii) a two-master school, with accommodation for 60 boys and having two rooms, one of 240 square feet and the other of 360 square feet (the cost of this is Rs. 2,011 or Rs. 33-8-0 per pupil). Floors of this type of schools are to be of murum. Stone floors are hard and cold and young children are liable to get chills from sitting on them. Murum floors are also more economical. Stone floors may, however, be provided when it is reasonable and possible to supply benches for the children to sit on. It is hoped that the preparation of these cheap designs will accelerate progress in the provision of buildings for village schools. Type designs for more solid structures for primary schools on a more economical basis than those now in vogue are also under preparation. The designs prepared for open-air schools are not meant for Sind; open-air schools are considered by the Superintending Engineer and the Inspector unsuitable for that province. Special type designs for primary school buildings for Sind are in preparation. Mr. Hesketh doubts whether the cost of buildings can be reduced without seriously increasing the chance of their being washed away by heavy rain. Annual repairs would be heavier if a less solid structure were erected. The cost of repairs is in his opinion one of the strongest arguments against *katcha* buildings. The Educational Inspector, Southern Division, also holds the same opinion. He observes that cheap buildings are often found too flimsy and much money is required to be spent in special repairs to such school buildings. This kind of up-keep is too costly for the tight budgets of the district boards. Mr. Hesketh adds:—

"If the villagers could be induced to undertake these repairs, there would be much to say in favour of buildings similar to the ordinary village dwelling houses and costing a few hundred rupees only. The interest in education is not strong enough as a rule to lead the villagers to undertake responsibilities of this nature."

Experiments in this direction in Burma after prolonged trial have not proved encouraging. In the Southern Division the question of quickening the pace in providing local board primary schools with suitable buildings was seriously taken up during the quinquennium. Special engineers were appointed to select sites with the co-operation of the Department and to prepare plans and estimates. Accordingly, sites were selected and a few good buildings were constructed in the Dharwar, Belgaum and Bijapur districts. One-fourth of the cost of the buildings was met from popular contributions and the remainder was borne by the boards and the Government. The number of buildings thus erected came to 16 by the end of March 1917. But this work was suddenly brought to a standstill by the war. The appointments of special engineers were done away with and an embargo was placed on fresh building grants. The Inspector reports that popular contributions are still lying in Post Office Savings Banks and unless they are supplemented by Government grants they cannot be utilised in constructing school houses. During the year 1916-17 the unexpected and abnormal rains caused much damage to many school houses in the Southern Division and especially in the Bijapur district. Rs. 5,000 were provided in the Bijapur District Board budget for special repairs; but the Deputy Inspector reports:—

"Very few repairs could be carried out, the local board overseer not finding time to attend to these owing to press of work. On such special occasions it appears advisable to make special arrangements by the appointment of a temporary overseer for carrying out urgent works. School houses damaged in the last rains will remain unrepaired during the coming rains, thus causing much inconvenience. The appointment of an overseer for educational buildings alone appears to be necessary."

As regards the principle of orientation in school buildings, the Inspector, Northern Division, observes that the principle, though sound and useful generally, need not be carried too far or be made a fetish:—

"In Gujarat, cold winds blow from the north in December and January and very hot winds from the same direction in April and May; and where the principal and often the only windows of a school house open on the north, teachers and pupils who are generally clothed very scantily are inclined to keep the windows shut and thus defeat the object of orientation."

197. The following table shows the numbers of district local board schools held in buildings of their own, in rented or rent-free houses provided by the

villagers and in chavdis, dharmashalas or temples :—

Division.	District Local Board schools held in			
	District Local Board buildings.	Partly District Local Board and partly rented buildings.	Rented buildings.	Rent-free buildings, chavdis, dharmashalas, etc.
Central Division	756	144	298	2,128
Northern Division	721	.....	630	579
Southern Division	796	.....	206	1,101
Sind	682	.....	563	292

In the Central Division, since 1913, taluka fund associations have been formed at four places, viz., Pachora, Chalisgaon, Chopda and Yaval, with the object of collecting popular contributions from villages in those talukas for the construction of school buildings. The Collector of East Khandesh is the President of all these taluka associations. Though there are no such associations at the remaining seven taluka towns contributions are collected and kept with the Mamlatdars who work on the same principles. The funds thus collected amounted at the end of the quinquennium to Rs. 1,43,063.

198. **The teacher.**—The teacher in a village school is not necessarily of the same class as those whose children he has to teach ; but generally teachers of the same class are selected wherever possible in the case of special schools for special communities, e. g., Mahomedans, Bhils, Kolis and such others. To create a supply of such teachers central schools and classes have been established at several places with gratifying results. Among these may be specially mentioned the Kaliparaj Boarding School at Godsamba in the Surat district and the Central Bhil School at Dohad in Panch Mahals.

199. **School hours.**—The village schools have generally two sessions, each of three hours, one in the morning from about 7.30 to 10.30 and the other in the afternoon from about 2.30 to 5.30 (the exact times varying with the changing seasons of the year) all the year round. In some places, however, in the hot season the afternoon session is dispensed with and the morning session is somewhat lengthened. The schools situated in larger villages, towns and cities are held from 11 or 11.30 a. m. to 5 or 5.30 p. m. with a small break between. The holidays are made up of Sundays, numerous religious festivals (not exceeding 35—30 in Sind—in the boys' and 40 in girls' schools), and a week's holiday after the annual examination or inspection. A hot-weather holiday of 10 to 13 days is also allowed in Sind. A half holiday is taken once a week, on Wednesday or Saturday or on the bazar day of the village.

200. **Classes and their instruction.**—The school is divided into classes, six (including infants) or more, if it is first-grade, and five or less, if it is second-grade. The children generally squat on the ground or on a wooden gallery. In larger schools, however, benches are provided, but they are seldom of an approved pattern. In Sind, a comfortable bench with a back and foot-rest has been designed. It is said to be comparatively cheap and to satisfy most of the rules regarding school furniture. In one-teacher schools with three or four classes the arrangement of the time-table presents the greatest difficulty. Work strictly according to the set time-table is almost an impossibility and the teacher has to be left largely to his own devices in keeping all the classes at work without serious prejudice to the efficiency of any one of them.

201. **Discipline.**—The rules of discipline are virtually the same as those laid down for secondary schools. A valuable means of inculcating discipline is class drill, which forms part of the daily work of the school in the lower classes, and in the higher the teaching of gymnastics. No general and graduated syllabus, however, has been drawn up for physical training in primary schools.

202. **Examinations.**—Examinations or inspections of schools are conducted annually by the inspecting officers in whose jurisdiction the schools are situated, and class promotions are made on the results. There is only one public examination connected with the primary course, viz., the Vernacular Final, which is held at the close of the course and to which candidates are admitted on certain conditions regarding age (minimum is 15 years and maximum 25), previous residence in the district in which the examination is held, etc. The Vernacular Final certificate renders the holder eligible for (1) employment as a teacher in a primary school, (2) admission to the entrance examination of the Government Training College and (3) employment in the lower grades of the public service. The following table shows the total numbers that appeared and passed at the Vernacular Final Examination in 1916-17 in different divisions as compared with those in 1911-12 :—

		Central Division.	Northern Division.	Southern Division.	Sind.	Kathiawar.	Total.
Number appeared	1911-12	2,042	1,967	1,960	1,208	8	7,180
	1916-17	2,786	1,737	2,289	1,129	11	7,952
Number passed	1911-12	1,175	1,055	728	687	2	3,657
	1916-17	1,157	670	972	643	9	3,451

For admission to an Anglo-Vernacular school a pupil has to pass the Vernacular IVth standard, the annual examination of which is generally required to be undertaken by the inspecting officers themselves. No general or public examination, however, is prescribed for the admission of pupils from the Vernacular to the Anglo-Vernacular school. The examinations in primary schools are largely oral, especially in the lower standard.

203. **Scholarships.**—Six scholarships called the Middle School scholarships are awarded every year in each district from district local funds on the results of a public examination held under the supervision of the Divisional Inspector. Two of these are open for general competition, while two are reserved for Mahomedans and two for other educationally backward classes. They are intended to enable deserving pupils to proceed from the primary to the secondary school at the end of Vernacular standard IV. They are of the value of Rs. 3 per mensem in the Presidency and Rs. 5 in Sind and are tenable for three years. Besides these, there are minor scholarships of the value of from Re. 1 to Rs. 5 intended for Mahomedans and pupils of backward classes to induce them to continue longer at the primary school.

IV.—Management.

204. **Public and private management.**—The proportion of primary schools under public management to the total number rose from 78·3 per cent in 1911-12 to 81·7 per cent in 1916-17, as will appear from the following figures :—

	1911-12.	1916-17.
Public management ...	6,980	7,881
Private management ...	1,934	1,764

The percentages for different divisions are 84·5 in the Central Division, 88·5 in the Northern Division, 84·0 in the Southern Division, 62·4 in Sind, and 11·5 in Aden.

205. **Government schools.**—The number of Government primary schools is very small. They were, until lately, chiefly the practising schools attached to the Government primary training colleges in the different divisions. To these have recently been added, as already explained in the preceding section, the special criminal tribe schools at Dharwar, Bijapur and Sholapur; the factory schools opened at Gadag and Sholapur; and a school at Yeravda for the children of employees in the Yeravda Prison and Lunatic Asylum. The number has thus risen from 11 in 1911-12 to 22 in 1916-17.

206. **Board schools and their popularity.**—The board school system is the prevailing and most popular system in this Presidency. Not only is the education given in board schools better than elsewhere but the fees charged

are considerably lower. The board schools form 81·5 per cent of the total number of primary schools. The average number of pupils in a board school is 61, in an aided school it is 46 and in an unaided school 63. The average fee rates in these different kinds of schools are as follows :—

	1911-12.			1916-17.		
	Rs.	a.	p.	Rs.	a.	p.
Average annual fee in a public primary school	0	8	11	0	9	7
Average annual fee in an aided primary school	1	10	4	1	8	1
Average annual fee in an unaided primary school	2	2	5	3	0	5

207. **Privately managed schools.**—Privately managed schools comprise both aided and unaided schools. The number of such schools form only 18·3 per cent of the total number of primary schools and declined during the quinquennium from 1,934 to 1,764—aided from 1,819 to 1,655 and unaided from 115 to 109. The aided schools that follow the regular primary standards are registered under chapter II of the Grant-in-aid Code and grants are awarded to them up to one-third of their direct expenditure or one-half of their local assets, whichever is less. Those that impart instruction in the three R's only fall under chapter III and receive grants on the average attendance. The maximum grant in their case is Rs. 138 plus a maximum of Rs. 12 for the up-keep of registers, etc. The grants under chapter II are generally fixed for a certain period of years ; whereas those under chapter III necessarily vary annually with the attendance. Of the total expenditure on aided schools 28·8 per cent is met from public funds, 16·1 per cent from fees and the remainder 55·1 from subscriptions, endowments, etc. A large number of these schools are under Mission or society management. Of the unaided schools a large number are private venture schools. The Basel Mission primary schools in the Southern Division were transferred from 1st April 1916 to the list of unaided schools.

208. **Powers of the boards.**—As remarked before, the actual administration of district local board schools rests with the Government Educational Department, the boards doing little more than voting the money for their up-keep, deciding on their location and fixing rates of fees within the general limits of the departmental codes of rules and regulations. Powers as regards teaching and discipline, the appointment, promotion, transfer, punishment and dismissal of masters, the fixing and payment of masters' salaries, allowances and pension contributions, and the grant of leave to masters are exercised on behalf of the district local boards by the Department. The question of the delegation of powers to district local boards with a view to enabling them to share in the management of their own schools is now engaging the attention of Government. The municipal schools are managed by school committees appointed by municipalities, subject to the general rules and regulations of the Educational Department in respect of the principles and system of school management, course of instruction, and rates of salaries of school masters ; but variations can be made by school committees with the previous approval of the Director of Public Instruction. Rates of school fees cannot be altered without the previous consent of the Educational Inspector. So long as a certificated person in receipt of pensionable salary under Government is available, no person not so qualified should be employed ; the municipality should make provision for pensionary rights of teachers, and the Government rules relating to pension, leave, etc., should apply to all persons transferred from the Educational Department on a salary of more than Rs. 10. Subject to this rule the power to appoint, promote, punish and dismiss educational employees rests with municipalities or school committees to whom the power may be delegated, and no educational employee in receipt of more than Rs. 10 can be dismissed or reduced or re-transferred to the Educational Department without the previous sanction of the municipality.

209. **School committees.**—School committees consisting of the patel, the talati and two or three local leaders exist for every district local board school

and doubtless render some assistance in enlisting local sympathy for the school, in helping the master to secure the attendance of children and in checking the vagrancy of the master himself. They may also take charge of the school in certain emergencies, e. g., the sudden illness or death of the master.

210. **Financial arrangements.**—Under the Bombay Local Boards Act of 1884 it is obligatory on each district board to make adequate provision, within the area subject to its authority, of suitable accommodation for, the visiting and maintenance of, and the training of teachers for primary schools, and for the general development and extension of primary education; and for this purpose it is required to set apart one-third of the local cess. The educational budget is prepared for the Board by the District Deputy Inspector and, if approved by the Divisional Educational Inspector, is presented by the latter to the district local board who generally accept it unaltered but can make changes with the consent of the Educational Department. Under the Bombay District Municipal Act, municipalities are also required to make reasonable provision for establishing and maintaining schools, but no fixed proportion of their revenue is required to be set apart for this purpose. The municipalities or the school committees appointed by them frame their own budgets, but in the budget estimate of every municipality there should be a separate section for educational income and expenditure, a copy of which must be forwarded to the Educational Inspector, and the school fund should be kept distinct from the General Municipal Fund.

211. **Local Funds and Government subsidies.**—The total expenditure of district local boards on primary education in 1916-17 was Rs. 34,60,108. More than three-fourths of this was borne by provincial revenues which gave them grants totalling Rs. 26,12,140. The resources of these boards are limited and inelastic and are unable to satisfy the rapidly growing educational needs of the rural areas falling within their jurisdiction. Up to 1905 the limit of Government aid to district local boards was one-half of their total educational expenditure. In that year this limit was done away with and it was ruled that additional grants to the boards should not be made in proportion to the expenditure but should be utilised for rendering help to those boards which were unable financially to do more to supply their educational deficiencies. Besides these ordinary grants special allotments were made during the quinquennium for opening new schools, giving code pay to trained masters and mistresses, supplying additional assistants to under-staffed schools, encouraging the formation of school gardens, giving scholarships to girls, etc., from the Imperial recurring grants of Rs. 6,70,000 of 1912, Rs. 5,93,000 of 1913, and Rs. 1,00,000 of 1914.

212. **Municipal schools.**—The expenditure of municipalities on primary education in 1916-17 amounted to Rs. 18,52,391, of which Rs. 4,91,465 was borne by provincial revenues, i. e., 26·5 per cent. The grants to municipalities made by Government are of the nature of contracts, the financial basis of which is the expenditure incurred on primary education by the municipality concerned in a particular year. Thus the grants were last revised and fixed in 1912-13 at one-half of the expenditure in 1911-12. The cost of the enhancements required as the result of revision was met from the Darbar grant of 6½ lakhs for popular education.

213. **Schools in Bombay.**—The entire management and control of primary education in Bombay rests with the Bombay Municipality which is wholly responsible for it in the city. The following figures culled from the report of the Bombay Schools Committee for 1916-17 are interesting :—

	1911-12.	1916-17.
Number of schools ...	142	195
Number of pupils ...	15,861	23,987
Total expenditure ...	Rs. 3,38,263	Rs. 5,68,398.

Mr. Marrs observes that the municipality treats its servants liberally and opens new schools when required, but most of them are in rented buildings, and during the quinquennium no large scheme for building new school houses has matured.

V.—System of Grant-in-aid.

214. **Difference between board and aided schools.**—The teachers in Board schools are servants of the Boards, Local or Municipal, as the case may be, and the conditions of their service are governed by the Civil Service Regulations and certain other enactments such as the District Local Board and Municipal Acts and the departmental codes. They have regular grades of pay and promotions and their service is pensionable. In aided schools teachers have not usually any pensionary rights, nor much prospect of promotion. The qualifications of teachers in aided schools are also as a rule low. In Board schools trained men are largely employed; the minimum qualification for others is the passing of the Vernacular Final Examination. In aided schools trained teachers are as a general rule rarely available: the staff generally consists of a small number of Vernacular Final men—untrained and unpassed men making up the complement.

215. **System of aid.**—The conditions on which and the limit upto which grants are paid to primary, indigenous and night schools are fully defined in chapters I, II, III and IV of the Grant-in-aid Code. The grants are a charge on Provincial Revenues; but in the Poona district a few schools in Local Board area receive grants from Local Funds. The amount of this grant was Rs. 374 in the year 1916-17. Some twenty years ago the District Local Boards used to receive grants in lump from Provincial Revenues to meet the cost of grants made by them to aided schools within Local Board areas. The arrangement was subsequently changed and the schools now get the grants direct from Provincial Funds. Aided schools in Local Board areas and similar schools in Municipal areas draw their grants from separate allotments under Provincial Funds; for this expenditure under these allotments separate accounts continue to be kept by the Department. The propriety of these separate accounts is questionable. The power of countersigning bills of schools in Local Board areas has been delegated to Deputy Inspectors.

216. **Building and equipment grants.**—Chapter IX of the Grant-in-Aid Code lays down the procedure regarding building grants, and rule 18, Chapter I of the same Code, mentions the conditions on which equipment grants are made. Primary schools as a rule receive building grants not exceeding one-half of the actual expenditure on the buildings. It was, however, found necessary and possible with the receipt of Imperial grants to make free building grants, during the quinquennium, of over 5 lakhs.

VI.—Teachers.

217. **Number of teachers.**—The number of teachers rose during the quinquennium from 20,701 to 25,133, and the number of pupils from 580,428 to 652,618. Thus, while there was one teacher for 28 pupils in 1911-12, there was one for 26 in 1916-17. It must be remarked that these figures are for both boys' and girls' primary schools taken together.

218. **Qualifications.**—Of these teachers, 9,503 or 38 per cent are trained. In district local board schools 40 per cent are trained, in municipal schools 47 per cent, in aided schools 15 per cent and in unaided schools 15 per cent. Untrained teachers in district local board schools are generally qualified, the minimum qualification demanded being the Vernacular Final Examination certificate. A few unpassed men have at times to be appointed if local circumstances make it imperative, but such occasions are rare, and the men so appointed are replaced by qualified men as soon as they become available. Aided schools have begun to improve the qualifications of their staff by the appointment of qualified men because the absence of qualifications in the teaching staff may prejudice the grant. Very little provision at present exists for the training of teachers in aided schools, the Government training institutions professing to cater mainly for Government and Board schools only. Certain Missions and philanthropic associations maintain classes for training teachers (mainly for girls). Such institutions, however, seldom provide candidates for vacancies in schools under public management or for posts in aided schools other than their own.

219. **Pay.**—The rates of pay for which trained men are eligible are:—

	Initial.	Maximum after 20 years' service.
First year trained ...	Rs. 12 (in Sind Rs. 15)	Rs. 25
Second year trained ...	Rs. 15 (in Sind Rs. 20)	Rs. 40
Third year trained ...	Rs. 20 or 25 (in Sind Rs. 25)	Rs. 60

The average pay of a primary school teacher worked out by dividing the total direct expenditure on primary education by the number of teachers comes to nearly Rs. 21 a month. The pay of a Government school teacher works out at Rs. 43, of a Local Board school teacher at Rs. 18, of a municipal school teacher at Rs. 26, of an aided school teacher at Rs. 25, and of an unaided school teacher at Rs. 25. The minimum pay of an untrained assistant is Rs. 9 in the Presidency proper and Rs. 10 in Sind. The question of improving the position of these low-paid teachers is under consideration.

220. **Comparison of training and pay in divisions.**—The following table shows the percentage of trained teachers to the total in different divisions, as also their average emolument per annum :—

Division.	Percentage of trained teachers to the total.	Average emolument of teachers per annum.
		Rs.
Central Division ...	31·5	260·2
Northern Division ...	41·1	229·0
Southern Division ...	43·6	217·3
Sind ...	39·4	347·9
Aden ...	2·0	525·5

221. **Postal work.**—A school master in charge of a branch post office has to work for about 2 or 3 hours a day and in a few cases even as much as 4 hours. It is reported that this additional work interrupts school work, especially when the post arrives during school hours; at the same time it cannot be denied that the masters covet it because it serves to supplement their income and adds to their local influence. Though it is assumed that the teachers manage to do the work outside school time, they have often to submit to the wishes of village people and leave off their school work to please them. The practice of allowing school masters to do postal work was reviewed by Government in 1912 and it was finally decided to continue and extend the present system. To relieve masters of postal work, wherever it was reported to be heavy, additional assistants have been given.

222. **Co-operative societies.**—A few local board teachers work as secretaries of village co-operative societies with a small monthly allowance of Re. 1 or so plus a bonus equal to one-fourth of the net profit of the society. They are, of course, supposed to do this work in their spare time, but it has been observed that sometimes it is done at the cost of school work and the school may suffer a good deal, especially if it happens to have a post office attached to it.

223. **Education of teachers' children.**—No special facilities are provided for the education of teachers' children in this Presidency. The question, however, of giving exemption from fees to children of female teachers has recently come under consideration.

224. **Provision for old age.**—Teachers in Government, local board and municipal employ are all entitled to pension on the superior or inferior scale or to gratuity according as the case may be. "This is, however, beneficial," Mr. Marrs observes, "only to those who live long enough to enjoy the pension, and a provident fund with a lump sum to the credit of each man at the end of his service would be more beneficial to teachers' families. The existing pension system is a gamble." Very few of the privately managed schools appear to make any arrangement for the support of their teachers in old age. The institution of the proposed Government Provident Fund for teachers in aided and unaided schools may be expected to make the much-needed provision for old age in the case of such teachers.

VII.—Courses.

225. **The subjects taught.**—The present course is divided into 7 standards and an infant class, and an ordinary learner can complete it in 8 years. It comprises reading, writing, arithmetic including native accounts, history and geography, object-lessons in the lower standards and science lessons in the higher (with simple drawing in each standard), kindergarten occupations and story-telling in infant class and standard I, drill, gymnastics, etc. The readers prepared by the Vernacular Text-Books Revision Committee in 1904-05 are in use.

226. **Change in the curriculum.**—With the object of reducing illiteracy prevailing in the rural areas of this Presidency the Government of Lord Sydenham decided that the necessary extension of teaching facilities should be undertaken through a simpler and more rudimentary medium than that afforded by the then existing form of primary school. They accordingly directed in 1911 that primary schools should in future be divided into two classes :—(i) rural and (ii) full primary ; and that the course for rural schools, which are intended for the children of agriculturists, should extend over four years instead of six, as it then did, should be complete in itself and should be simplified so as to impart to the pupils little more than a thorough grounding in the three R's. In accordance with these orders revised sets of standards for "rural" and "full primary schools" were framed ; these were sanctioned by Government in 1912 and 1913 respectively. To Sind, however, where the average distance between local board schools is over 7 miles and where such a classification would have deprived a large number of boys of the opportunity of reading the full primary course these orders were not applied. The new "rural" course consisted of an infant class and three standards instead of five as under the old course, and aimed at giving the pupils a thorough grounding in the three R's with some general knowledge of the geography of their district ; and it was introduced in all schools which had then been teaching up to the IVth standard only or in which the Vth and VIth standards had been only spasmodically and scantily attended, the "full primary" course being allowed to be taught in the larger village schools. These changes became the subject of much public criticism ; and Government accordingly reconsidered the whole question last year, recognised some of the difficulties created by the new classification of schools into "rural" and "full primary," and finally ordered that the division of local board primary schools into "rural" and "full primary" should be abolished ; that the "full primary" course should be common to all local board schools, whether they were situated in the larger or in the smaller villages, those in the smaller villages being given the option of omitting kindergarten occupations, object-lessons, drawing, etc., if a duly qualified teacher was not available ; that in future primary schools should be of two grades, the first grade teaching at least up to the Vth standard and the second grade teaching not more than the first four standards ; and that the schools in the smaller villages should generally be of the second grade, but, if local conditions demanded, a higher standard might be added, thus converting them into the lowest type of the first grade. The Inspector, Northern Division, reports that the change has been heartily welcomed.

227. The Agricultural Readers which came into use during the last quinquennium were discontinued with the introduction of the "rural" standards in 1912 on the ground that in the rural schools, as they were then constituted, there was no time for such extra subjects and that during the short period of schooling that the children would undergo attention should be wholly concentrated on the three R's ; that in the "full primary" schools, on the other hand, the majority of the boys had no practical need of such instruction ; and that the teachers were for the most part themselves ignorant of the subject and unable to impart useful instruction in it. The drawing course was revised during the quinquennium to suit the requirements of the revised "full primary" standards and incorporated in the primary school syllabus. A special Urdu course for Mahomedan schools was also provisionally sanctioned and introduced in the latter part of the quinquennium, Urdu being substituted for the local vernacular as the medium of instruction. These orders have,

however, been lately revised; and according to this revision Urdu will cease to be recognised as the general medium of instruction in Mahomedan schools, continuing as such only in those cases where there is unimpeachable evidence to show that the children attending the school habitually speak Urdu at home and cannot understand the local vernacular sufficiently well to be taught in and through that medium. Urdu will, however, continue to be taught as an optional second language wherever there is a popular demand for such teaching. The Sindhi standards have also been revised during the quinquennium and adapted to the special needs of Sind. Mr. Hesketh notes that the attempt to teach Hindu-Sindhi, the script used by Banias, has proved a failure.

228. **General remarks.**—In paragraph 292 of the last quinquennial report of the Government of India a warning was quoted regarding the danger of neglecting the three R's. But Mr. Marrs observes :—

"There is as yet little fear of any excessive reaction against the due utilisation of the child's memory in primary schools, although in some secondary schools the reaction has been pronounced and injurious. Unquestionably the pace cannot be forced. Trained primary teachers can be made to adopt new methods, but they cannot all at once be made to assimilate the spirit of those methods. When examining well trained teachers for certificates last year I noted that many arrived with objects and pictures to help in their demonstrations and tried to find practical illustrations, but some of their illustrations were unnecessary, others were not appropriately used, and I had the gravest suspicions at times whether the methods taught had been thoroughly digested. If one visits a primary school after previous warning, the infants are probably playing with beads, standard II is making hills, rivers and bays in mud, standard III may be studying flowers, standard IV has a relief map in clay, standard V is drawing a plant, and standard VI is watching a scientific experiment. If one visits unannounced, most of the classes will be poring over books, writing or repeating tables, although one may be engaged on an object-lesson with the object carefully locked up in a wooden cupboard."

229. **Manual Training.**—Manual training properly so called does not form part of the recognised primary school course in the Presidency. Appendix A to the Grant-in-aid Code, however, allows managers an option to substitute a graduated course in manual training or elementary science for the object-lessons and science prescribed under standards III to VII, provided that the course proposed is approved by the Department. School gardening is attempted in some local board schools under enthusiastic masters and grants are paid to them for expenses connected therewith. But remarks Mr. Marrs :—

"The educational possibilities of gardens are insufficiently realised. Gardening in village schools is by no means universally popular with the public. One village complained to me because boys had to carry water, and one of the inhabitants put the prevalent view very succinctly. He said that when his son was carrying water he was wasting time which could be utilised on book-work which would pay for the Vernacular Final Examination, and that he thought it below the dignity of his son to have to do that kind of menial work at school."

230. Sloyd, clay-modelling, nature-study and school gardening have been recently introduced into the syllabus of the primary training colleges, and when men instructed in these subjects go out as teachers they may be expected to give a more practical turn to the ordinary school instruction. The equipment of the Sloyd course has entailed great expense. To what extent Government and the country will be recouped for this outlay when the teachers so trained are sent out to town and village schools remains to be seen.

VIII.—Free and Compulsory Education.

231. The question of free and compulsory education, especially the latter, was much discussed during the last year. In December 1916 the Honourable Mr. V. J. Patel moved a resolution in the local Legislative Council recommending that a beginning be made in the direction of making Elementaty Education free and compulsory throughout the Presidency (on the general lines advocated by the late Mr. Gokhale). The question was very fully and keenly debated, but on Government opposing the motion on the ground of the declared policy of the Government of India as contained in paragraph 10 of their Resolution on Educational Policy of February 1913, it was lost, 20 members voting for and 25 against it. In July 1917 the same honourable gentleman revived the discussion by bringing in a private Bill of the same purport. The Government of

India having raised no objection to the principle of the Bill, it was allowed to be introduced and has since been referred to a Select Committee for full consideration. The Bill is permissive in character and proposes under certain conditions to allow municipalities to make primary education compulsory within their limits and raise the requisite funds for it by the levy of a special educational cess, if necessary.

232. Primary education is practically free in the case of girls and the most backward classes, the special schools and classes maintained for them being always free. The average annual fee per pupil is low. It came to Re. 0-11-11 in 1916-17 as against Re. 0-11-9 in 1911-12. In the Central Division it was Re. 0-15-1, in the Northern Division Re. 0-8-6, in the Southern Division Re. 0-11-9, in Sind Re. 0-9-5 and in Aden Rs. 2-0-9.

IX.—The Education of those in employment.

233. **Education of children of agriculturists and labourers.**—The difficulties explained in paragraph 304 of the Government of India's last Quinquennial Review cannot be gainsaid. With the recent abolition of the "rural" standards, as an experiment a "part-time" method is being tried in two good one-master schools in each district of the Central Division. The chief object is to secure better instruction for the children while they are at school. In schools of the class mentioned above the infants usually receive scant attention. The masters have to attend to several classes at a time and these little beginners are in consequence commonly and almost inevitably neglected. "They sit for hours daily," Mr. Marrs observes, "doing little or nothing and quickly come to the conclusion, not without justification, that it matters little whether they attend a school regularly or not. The irregular habits acquired in this class stick." It was therefore thought that with two hours' serious work daily they would be better-off than with a full day's attendance and little or no work. These schools have three sessions in a day, say from 7 to 9, 11 to 1, and 2 to 4, the infants attending one of these sessions and the children in the standards attending the other two, but two sessions are allowed if preferred locally. The effect of the experiment is being watched. Similar experiments have been tried in the past and have failed as they were unpopular.

234. **Education of children in factory employ.**—The Indian Factory Labour Commission of 1908 expressed the opinion that the best solution of this problem lay in special schools for factory children opened at suitable centres close to the factories, that the success of such schools could best be secured by the co-operation of the mill-owners, etc.; and suggested a short course of two hours daily, repeated twice a day for the benefit of each set of half-timers. In accordance with these suggestions and subsequent instructions from the Government of India, Government sanctioned in June 1913 the opening of special schools for factory operatives at Poona, Sholapur and Jalgaon in the Central Division and at Hubli, Gadag and Gokak in the Southern Division at a recurring annual cost of Rs. 2,080. But of the six schools sanctioned only three could be actually opened, viz., at Poona, Sholapur and Gadag, for lack of active local support. The first was opened in connection with the Cotton and Silk Mill, Poona. Rooms were allotted by the managers, and the school was started in October 1913. On 1st April 1915 the school had an attendance of 85 boys. The children attended in two batches—morning and afternoon, with two hours' instruction. This school, however, ceased to exist in 1915 owing to the closure of the mill itself. The school at Sholapur was opened in July 1914 with 61 children. It meets in a rented building. On 31st March 1915 the number on the rolls was 60, but the average attendance was only 7·6. It had, in 1916-17, 59 on an average on the rolls with an average attendance of 27. It is reported to have no chances of success on account of lack of sympathy on the part of the managers of the two mills concerned. "An interesting contrast," remarks the Inspector *en passant*, "is the private factory school at Sholapur entirely managed and maintained by the Morarji Mill. Children employed there are educated in batches and provided with uniform. In addition to literary education hand-work is also taught. Physical training is given and personal hygiene receives careful attention. Relatives of mill-

hands are also educated. The total attendance amounts to 703." The school at Gadag in the Dharwar district was opened in November 1914 with 78 children. The mill-master has provided it with a building on the premises, free of rent and equipped with the necessary articles of furniture, books and slates. The number on the rolls in March 1915 was 75 and in March 1917 it was 49. In Bombay, the present number of factory schools is 10 with an attendance of 465 children. A special simplified course has been drawn up and sanctioned for these schools, but it was found in 1916 that owing to the migratory habits of the children, spasmodic attendance, and defective accommodation the progress of education among factory children was inappreciable. In October 1916 the Inspector met representatives of the Mill-owners' Association and the Schools Committee, Bombay, and an understanding was arrived at whereby the Schools Committee would open schools at certain centres, and the Mill-owners' Association undertook to pay fees and give bonuses for regular attendance. The Bombay Municipality has a class for these children at DeLisle Road. The Collector of Bombay called upon the Association to confirm their promise and to proceed further, but no progress has been reported as yet. In Ahmedabad there is a free factory school with 96 pupils, of whom 63 are children of mill-hands. A free school started by Mrs. Anasuyabai, an educated Jain lady and sister of Sheth Ambalal Sarabhai, a wealthy mill-owner of Ahmedabad, is reported to be thriving. The school at Viramgam has an attendance of 40 pupils. The factory schools at Broach are managed by the Irish Presbyterian Mission. They are attended by 82 pupils, of whom 66 belong to the depressed classes, 10 to the aboriginal class and 6 are Indian Christians. A survey of these schools at different centres cannot but confirm the opinion expressed by the late Mr. Sharp that the active co-operation of the mill-owners is essential to the success of any scheme for promoting education among the children employed in factories and that the opening of special schools in factory centres is of little use unless the mill-owners are prepared to put some pressure on their juvenile employees to induce them to attend the schools. As he observed, "no amount of curricula, qualified teachers, or visits from the inspecting staff is likely to produce much effect." The best results are most likely to be forthcoming where the initiative is taken by the managers themselves, provided that the original impulse imparted by the management is duly maintained and developed.

235. **Night schools.**—The number of night schools in 1916-17 was 111 as against 110 in 1911-12, and the attendance 3,197 as against 3,267 in the respective years. On the whole, these schools are reported to have met with little success. Generally, they are conducted by the teachers in day schools, are held in the same buildings, and use the furniture and apparatus of the day school. The day school teachers receive a small extra allowance for the additional work, a factor which in a number of cases accounts for the existence of such schools. In the Southern Division two night schools were opened during the quinquennium for the education of children of criminal tribes—one at Bijapur and one at Gadag—by the Special Officer for the Settlement of Criminal Tribes. They had an attendance of 71 at the end of the last year. There is also a night school at Hubli opened by the Depressed Class Mission with an attendance of 24 children. It received a grant of Rs. 114 from the provincial funds. Grants to night schools are governed by chapter IV of the Grant-in-aid Code and are ordinarily limited to a maximum of Rs. 100. But such schools for the depressed classes have recently been made an exception and are awarded grants equal to one-half of their total expenditure.

X.—English-teaching in Primary Schools.

236. Under the present system, except in a few isolated cases, English is not taught in primary schools. The question, however, of introducing its teaching in the three upper standards—V, VI and VII—of primary schools has been mooted during the latter part of the quinquennium; but no decision has yet been reached on the subject.

XI.—School Age and Literacy.

237. **The number of children under primary instruction.**—The male population of this Presidency including Aden is 10,252,225, of whom 528,294 are under instruction in public primary schools, *i. e.*, 5·4 per cent as against 4·8 per cent in 1911-12. If to these figures are added 31,182 pupils receiving elementary instruction in private institutions the percentage rises to 5·5. It must be noted, however, that figures for the Central Division are throughout vitiated by the omission from the tables of 40,686 pupils attending 780 schools which were closed on March 31st, 1917, on account of plague.

CHAPTER VII.

PROFESSIONAL COLLEGES AND SCHOOLS.

238. **Law.**—The reorganisation of the Government Law School, Bombay, was the subject of a very full enquiry during the quinquennium. A Committee was appointed by Government in 1915 to consider the question of its reorganisation in the light of the suggestions made by Sir Alfred Hopkinson. It consisted of five Government and five University nominees and was presided over by Sir Narayan Chandavarkar; it submitted its report to Government last year. On the more important points at issue its recommendations are that it is not desirable to convert the Law School into a full-time institution; that there should be on the staff two full-time professors (one of whom would be the principal), who should, besides lecturing to the evening classes, divide between themselves the hours of the Law Library and of the School and be by turns available to guide and assist students attending the library; that it is not desirable to fix a limit to the number of admissions to the school; and that a hostel for the Law students should be provided. These recommendations are now under the consideration of Government. The school now contains 511 students as against 458 in 1911-12; and it more than pays its way, its fee receipts being Rs. 48,770 and its expenditure Rs. 36,073. The Committee appointed to consider the question of its reorganisation observed that Government have hitherto made a profit out of the school, and that it has, therefore, a moral claim on Government justifying the increased expenditure necessary to give effect to the Committee's recommendations. The school classes still meet in the rooms of the Elphinstone College. In view of the inadequacy of the accommodation which can be made available for this purpose in the college and the inconvenience produced by the present arrangements the Committee's recommendation that no limit should be placed on the number of admissions to the Law School is, at any rate in present conditions, open to criticism. The Committee, however, have noted the desirability of an independent building for the school and have strongly emphasised the need of providing residential accommodation for Law students. They observe: "Whatever may be done now or in the near future with reference to the idea of a separate building for the school, the need of a hostel for its students, especially those who come from the mofussil and live in Bombay for their legal education, is more urgent. From enquiries made we have learnt that many of these students find it hard to secure suitable accommodation by way of board and lodging in Bombay and are compelled in these days of increasing rent to live amidst surroundings which are both physically and morally unhealthy."

At the final LL.B. Examinations held in 1916-17, 436 candidates appeared, of whom 158 passed.

239. **Engineering.**—The new Machinery and Laboratory building at the Engineering College, Poona, which was begun at the opening of the quinquennium, has since been completed. Students of Civil and Mechanical Engineering have been able to make use of the valuable machinery and testing machines which have been provided. Owing, however, to the delay caused by the war in delivery of machinery, the hydraulic section still remains incomplete. The total capital expenditure incurred on it has amounted to Rs. 4,23,177-11-10. Among the more important events in the development of the College may be noted (1) the appointment, in 1913, of an Advisory Committee consisting of officials and non-officials to advise Government on questions of policy, organisation, staff, buildings, etc., and holding its meetings twice a year; and (2) the opening of a Probationers' Class in 1913 for those for whom there is no room in the regular college classes and whose admission in consequence has to be postponed for a year. The Probationers go through a very practical course in carpentry, metal work, and mechanical drawing, besides devoting a small portion of the time available to mathematics, mechanics, and steam. The class will be discontinued when the new B.E. (Civil) course, which has quite lately been sanctioned by the University, comes into operation. Under this latter course another year will be added, the extra time being devoted to practical work including practice in the 'shops,' and all graduates will thus be enabled to complete a full workshop course. It must be noted, however, that

this new course will not come into force until Government are in a position to provide the additional teaching staff required.

240. The non-University Diploma courses for Sub-Overseers, Mechanical Apprentices, and Electrical Apprentices have also been completely overhauled and class-room work has been made more practical. The Principal of the College of Engineering observes that, while during the past decade there has been great improvement in the quality of the manual work done in these classes, a considerable proportion of the pupils come from castes which have no hereditary connection with manual work and are usually young men who, not having done particularly well at school, feel that they stand little chance of success if they try to proceed to the University. "Even among these," he goes on, "there is quite a new spirit of interest in manual work, and many of them are doing very well indeed." Some Mahomedan pupils and some Hindus, whose ancestors have for generations engaged in manual work, have naturally proved very satisfactory workers.

241. At the end of the quinquennium the college had 322 students on its rolls—220 in the University section and 102 in the Sub-Overseers' and the Electrical and Mechanical Apprentice classes. An annual scholarship has been reserved for students of the Maratha caste. During the quinquennium the scholarship has been held by 3 students of this class: at present there is no Maratha scholar. The College has a fine hostel accommodating 76 students and supervised by a resident professor and two fellows of the College. The war has prevented the erection of an additional hostel building. The students were, as usual, taken out on Engineering and Geological tours to such places of special interest as the Gokak Falls and the irrigation tank at Gokak, Castle Rock, the Hubli Water-works and Bijapur. At the B.E. Examinations held in 1916-17, 45 students passed out of 68, who appeared in Civil Engineering as against 24 out of 49 in 1911-12, and 2 out of 3 in Mechanical Engineering.

242. The Fourth Grade Accountants' Examination of the Public Works Department, the conduct of which is entrusted to the Engineering College, was as usual held at Poona, Bombay, Ahmedabad, Karachi, Belgaum and Karwar; and of 59 candidates who appeared at it, 14 passed.

243. Besides the Government College of Engineering, there were at the close of the last quinquennium 3 aided Engineering classes with 41 pupils. Of these, those attached to the Nava Vidyalaya High School and the N.H. Academy, Hyderabad, have since ceased to exist, and only that attached to the D. J. Sind College, Karachi, continues. It had an attendance of 31 and an expenditure of Rs. 7,503 in 1916-17.

244. **Commerce.**—Facilities for sound commercial education, the need of which had long been very keenly felt in this Presidency, have been supplied during the quinquennium by the foundation in 1913 of the Sydenham College of Commerce and Economics. It owes its existence to the keen interest taken in the subject by Lord Sydenham and to the munificence of Bombay merchants which he called forth. Its aim is "to furnish young men embarking on a business career with a University education of such a kind as will assist them, by deepening and widening their understanding of industrial and commercial organisation, to rise to the more important and responsible positions in their respective vocations, and, from the larger public and cultural point of view, to promote the study of social conditions in general, by means of specialised courses in the various branches of Economic Science and by original research." The College started in October 1913 with a class of 127 students under the honorary principalship of Mr. K. S. Aiyar, who had for years been identified with the advocacy of the claims of higher commercial education in this Presidency, and passed in March 1914 into the hands of its present Principal who was specially recruited in England for this post. The teaching staff now consists (apart from the Principal) of three full-time and four part-time lecturers, of whom all but three hold English degrees. In teaching, the ordinary lectures are supplemented by small classes for discussion and criticism, by test-papers, by seminars (often involving a great deal of preparation), by visits of observation, and by other devices designed to secure the maximum of individual tuition for students. The College is at present

housed in a flat in a hired building which, notwithstanding special attempts to improve it, is still found to be unsuitable. The Principal remarks that apart from their inadequacy and inconvenience the present premises are utterly uninspiring to the students from the point of view of their corporate life. The question of providing a separate and suitable building is engaging the attention of Government.

245. The Institution receives students who have passed the First Year's Examination in Arts: a three years' course is provided, one year for the Intermediate and two years for the Bachelor's Examination; a fee of Rs. 60 per term is charged. The Intermediate course includes English, General Elements of Economics, Geography, and Elements of Accounting; while the final B.Com. course comprises Commercial Correspondence, Administration, Mercantile and Industrial Law, Special Branches of Economics, Economic History, and one of a list of special subjects, such as Advanced Accounting and Auditing, Advanced Economics, Advanced Banking, etc. The Principal is laying two new proposals before the University for the revision and extension of this course. "They are: (1) that a comprehensive course on 'Business methods—from the point of view of the private firm'—should be substituted for the present meagre course on 'Commercial Correspondence'; (2) that a course on the 'Economics of the Cotton Industry' should be included among the optional subjects, as an alternative to 'Advanced Accounting,' 'Advanced Banking' or 'Advanced Economics.' The course on the Cotton Industry has been in preparation for nearly three years; the outlines have been submitted, for criticism and advice, to leading merchants and also to economic experts like Professor Chapman of Manchester University and Professor Todd of Nottingham; and every effort has been made to ensure that the teaching imparted will be based on first-hand observation. In view of the place that the cotton trade holds in Bombay it is not surprising that the venture has excited widespread interest. It is, as a matter of fact, the most original and distinctive piece of work so far attempted at the College." "But," continues Mr. Anstey, "the College should make it its aim to enlarge, not only the number of subjects it teaches, but also the number of its students. Those, to be sure, who are fit and free to go through a whole degree course, will always be comparatively few. But many people already earning their livelihood in offices, banks, or Government departments would welcome the opportunity of generalising and systematising a knowledge they have picked up in a limited field by attending lectures in such subjects as they happen to be particularly concerned with. In English Colleges of Commerce students of this class make up the great majority; and the circumstance that they are already familiar from personal experience with much of the subject-matter of their studies on the practical side tends to invest their work with a reality and keenness often lacking in that of the undergraduate, who may be anything but qualified on the score either of previous training, traditional tastes, or family connections, to succeed in a business career." The Principal therefore has organised two evening courses on "Banking Law" and "Elementary Statistical Methods and Data;" and is confident that the future expansion of the College will be largely in this direction. Mr. Anstey indicates that other developments to be looked for at a later date are (*a*) the organisation of a first year's course in Commerce to replace the present first year course in Arts; according to the Principal such subjects as Physics and Sanskrit form no suitable preparation for Commercial students; (*b*) definite arrangements for research, if possible in connection with an M.Com. degree to be awarded on a thesis.

246. The College possesses an Advisory Board consisting mainly of leading business men and formed with the object of counselling Government on questions of policy, organisation, buildings, equipment, curriculum, rules of admission, and any other subject connected with the College, on which Government may require its opinion. Conformably with the regulations the Board was at first convened once a year. But the members expressed a strong desire to be called together oftener, and the meetings are now held every three months. The assistance of the Board is exceedingly valuable. Mr. Anstey has set about forming an up-to-date library on Economics and allied subjects and has already formed a valuable collection of books. The

social life of the College is looked after by a vigorous Students' Union which organises debates and friendly gatherings, and also manages everything connected with games and athletics. The Union is encouraged to manage its own affairs, free of interference. It is, in fact, "a miniature experiment in and training ground for self-government." The Gymkhana is one of its committees. The President of the Union for the year delivers an annual address; this occasion serves the purpose of a "speech-day." It is gratifying to note that well-known public men like Sir Fazulbhoy Currimbhoy, Sir Jamsetjee Jeejeebhoy, and Sir Dinshaw Wacha evince their interest in the College by readily accepting the office.

247. The income of the Lord Sydenham Memorial Fund is utilised in subsidising a hostel for the students of the College. A fine building has been hired and adapted to their needs. It provides airy, comfortable, well-furnished quarters for 66 students (three in a room), and the Superintendent, who is a member of the teaching staff, has a commodious flat on the top-floor rent-free. As in all other college hostels, the students form themselves into clubs to board themselves. There are four such clubs—the Gujarati, the Deccani, the South Indian, and the Sindhi,—of which the first three are vegetarian and the last is non-vegetarian. The boarding charges per head vary in the different clubs from Rs. 12 to Rs. 25 in the case of the vegetarian clubs and rise to about Rs. 32 in the case of the non-vegetarian group. For the recreation of the inmates of the hostel, badminton and ping-pong are provided. There is also a debating union in the hostel, of which a leading local business man is invited to be President and the Hostel Superintendent is Vice-President ex officio. The discipline in the hostel is satisfactory; though the Principal incidentally remarks that the students are generally disposed to resent all rules and regulations which tend to restrict their freedom in any way. The health of the boarders is good, and arrangements are being made for attaching a medical attendant to the hostel. The College Gymkhana has been allowed the use of a plot on the Oval for cricket; and, more recently, has been given land alongside of the Backbay Swimming Baths for tennis courts. There were in March, 1917, 241 students on the rolls of the College as against 127 it started with in October 1913. Its fee receipts amounted to Rs. 35,757; its expenditure to Rs. 69,772. There are no Government scholarships attached to the College. At the final B.Com. Examination 50 students appeared, of whom 26 passed. It is gratifying to note that almost all of the successful candidates have found suitable employment in Government departments and private firms.

248. **The Accountancy Diploma Board.**—It was suggested by the Government of India in 1913 that, in view of the excellent facilities which the Government College of Commerce at Bombay would offer for expert advice and examination, that institution might be utilised as a central examining body for organising and conducting examinations for accountants throughout India and for awarding a diploma which might be made the basis for the issue of auditors' certificates. In accordance with this suggestion, an Accountancy Diploma Board was constituted by Government in February, 1915, comprising seven members of the Advisory Board of the College of Commerce including the Secretary. The Board has ascertained and considered the views of leading business men on the subject and submitted a scheme for the award of a Government Diploma in Accountancy. This scheme with certain modifications has been approved by Government but is awaiting the sanction of the Government of India. As it is proposed to grant to holders of the Government Diploma in Accountancy the same privileges as have been granted to Chartered and Incorporated Accountants, the qualifications and training required for this Diploma have been made as high as those prescribed for Chartered and Incorporated Accountants. Candidates for the Diploma will be required to have passed the Matriculation or an equivalent examination, and to receive five years' theoretical and practical training in accounts. The Board will hold annual examination, to prepare students for which, since July 1916, evening classes have been held at the College of Commerce. They represent the first attempt of the College to arrange courses for non-degree students. The Board will also recommend for the same Diploma Bachelors of Commerce who have taken Advanced Accounting and Auditing as their special subject. Both classes of

candidates for the Diploma will, in addition, have to furnish certain prescribed proofs of practical training. In the case, however, of a B.Com. the period of service required under a practising accountant will be reduced from three years to two.

249. **Teaching.**—The Secondary Training College, Bombay, which was till last year, classed as a "training institution," is henceforth to be treated as a "College," and is therefore included in this chapter. It is still without a local habitation and is held in two class rooms of the Elphinstone High School; but a hostel has been built for twenty students, with quarters for the Vice-Principal and a separate bungalow for the Principal. The compound is reported to be infested with malaria, mainly on the strength of frequent cases of fever among the students; such cases, however, may have been due rather to cold than to malaria proper, since few anopheles mosquitoes have been discovered on the premises. The Principal is taking adequate remedial and preventive measures. The average monthly messing charges vary from Rs. 15 to Rs. 18 in the case of the Deccani club, and from Rs. 18 to Rs. 30 in the case of the Gujarati and Sindhi clubs.

250. The staff remained unchanged during the quinquennium, consisting of the Principal and the Vice-Principal only. Since April 1st, 1917, i. e., after the retirement of the Vice-Principal, the opportunity was taken to split up his post and create therefrom three posts of Demonstrators in English, Mathematics and Science.

251. No change has taken place in the curriculum; but a few interesting lines of work have been taken up or developed. Since 1912 the students have attended a course of lectures on Disease at the Bacteriological Laboratory, Parel. A music class has been conducted by one or two gentlemen interested in Indian music. In one year Mr. Wren, by special arrangement, gave two weeks' instruction in his system of physical exercises. The list of excursions has been considerably lengthened and includes places of antiquarian and æsthetic interest and of industries. The garden and the museum have been developed. The garden contains an interesting collection of representative tropical plants and trees gathered by the Principal from many quarters for purposes of instruction. The museum contains exhibits illustrative of school life and methods in other lands as well as of various phases of national and social culture. Two collections of pictures have been formed—one of pictures designed to afford information about objects met with in school work, the other of pictures in the æsthetic sense of the word. Indian pictures also are represented in the collection.

252. As regards the methods of work adopted at the College, the study of general educational problems is not encouraged, "except so far as they appear in connection with the History of Education," special attention being paid to the History of Indian Education. Students are warned against over-reading, especially against the reading of books too narrowly educational. Works such as Kidd's "Kaffir Child," Washington's "Up from Slavery," and George's "Junior Republic," are suggested: the only books prescribed by the Department for examination are Quick's "Educational Reformers" and Sully's "Psychology for Teachers." A course of lectures on school equipment lasts almost the whole year. Two courses of lectures on method have been given—one by the Principal in Languages, History and Geography, and the other by the Vice-Principal in Science and Mathematics, general method being dealt with by both lecturers. Students are required to keep *notes* of these lectures and to write them out carefully, thus furnishing themselves with manuals of method which they carry away. The most careful writing is exacted in all work. Weekly essays are written, chiefly on subjects which lie a little outside the work of the school-room proper, e. g., Technical Education, Female Education, etc. During the first term an hour a week is devoted to blackboard drawing and an hour a week is devoted to Phonetics and Elocution during the whole year, special attention being devoted to the delivery of poetry. Demonstration Lessons are given, the Principal specialising on one class each year and following this class up through the school and the Vice-Principal distributing his lessons over the whole school. For Criticism Lessons, of which about ten

are given by each student during the year, the students do nothing but watch during the first month; then they give lessons under the supervision of the staff, in some cas s repeating with other classes lessons which they have heard the Principal give previously. Science graduates only follow the scientific part of the work and learn in the laboratory the experiments needed for the new Science course and to a small extent put boys through them. The Vice-Principal gave a few moral lessons and the Principal lectured on discipline and the moral life of the school. The Vice-Principal also lectured on Physiology and Hygiene. The physical recreation of the students was in charge of the Vice-Principal but not all students are inclined to play games, some of them being too old. A little Nature study is done, especially in the illustration of the life cycles of insects, the silk-worm, the leaf insect, the fly. Old students of the College are encouraged to communicate their experience in school to "Indian Education" edited by the Principal in order to make that magazine a regular means of keeping progress alive.

253. As regards the results attained, everything, of course, depends on the degree of perseverance with which the students who pass out work when left to themselves. It is constantly impressed on them that steady practice for some years is necessary before a man becomes an expert teacher, that the Training College can only furnish them with principles and consciousness of their own imperfections, that if they eventually improve, the credit will be their own. Some reasons are given by the Principal to explain why the actual results may possibly be found to be small. At the opening of the College neither he nor the Vice-Principal had had any practice in training men and it took them some time to learn their business. It is a mistake to suppose that any teacher can train teachers—it is not the case in any art that a master of the art necessarily knows how to impart it to others: this is itself a speciality and requires learning. The earlier students came to the Training College unwillingly: the pay was only Rs. 30 per mensem, the time spent there did not count towards pension, there were no quarters and teachers from other parts of the Presidency and unfamiliar with Bombay suffered much from discomfort and ill-health. The men secured were of moderate calibre and some of the best of them left the Department. Many of the others disappeared in side lines as inspecting officers, primary training college teachers, or otherwise. The impression on many minds was that they were expected to substitute difficult for easy methods and at the same time were placed at a disadvantage compared with their predecessors in point of remuneration. Things have improved now, but an attitude of mind takes long to change.

254. With a view to familiarising head masters and deputy inspectors with the methods of work adopted at the College a number of them were deputed to the College for a month, three at a time. Their visits have left the impression that their minds are mostly taken up with problems of administration rather than method. The part of the Presidency least interested in the work of the Secondary Training College is the City of Bombay. During many years two courses of lectures were held at hours convenient for outside students, so that all teachers might attend. There was no attendance at these lectures, which were always fully notified to all schools by circulars: they were eventually discontinued. Only last year for the first time did a Bombay school send a teacher to be trained. On the other hand, a growing number of teachers come from the mofussil for a week or two to see what is going on at the College.

255. The College has accommodation for only 34 students, of whom 29 are employees of the Department and the remainder belong to aided, unaided and Native State Anglo-vernacular schools. The following table shows the number and preliminary qualifications of students attending the College in 1916-17:—

	Who have passed the ordinary degree.	Who have not passed the ordinary degree.	Total.
Number of students in the Secondary Training College, Bombay.	33	1	34

256. At the diploma examination held in March 1917, 33 students appeared, of whom 32 passed and one was definitely rejected on the ground of general weakness. But the Principal remarks that there was a large number of students whose claims to receive a diploma were very slender. What decided the examining committee in not refusing it to them was simply their relatively long service in the Department, extending to 3 or 4 years. It appeared an extreme measure to take a step which entailed on them dismissal with all its consequences at that stage. But the position is not satisfactory. As steps to amend it, Mr. Fraser suggests:—

"(1) If possible, men should be again sent to us as originally they were when they were first engaged for service as teachers. The idea of retaining them in the school for a year as probationers has little to recommend it. I believe the arguments advanced (it was during my absence on furlough that the change was made) were:—

(*a*) men would learn their own weak points during a year's experience;

(*b*) head masters would get rid of weak men so that they would not reach the College. As a matter of fact, teachers do not learn their own weak points but only form bad habits: while head masters do not get rid of weak men but rather send them to us as a last chance.

(2) If it is not possible to revert to the early system, then the system which has taken its place should as far as possible be adhered to in the form in which it was conceived, i. e., men should be sent to us as soon as they have a year's service. We would then feel more free to reject them.

(3) If this is not possible, then there should be at least three classes of diploma so that weak men might receive a third class diploma."

All these suggestions, along with the whole question of the extension of the existing facilities for the training of secondary teachers serving in aided and unaided as well as Government schools in this Presidency, are engaging the very serious attention of the Department.

257. The cost of maintaining the College amounted to Rs. 42,018, and was wholly borne by Government.

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

CHAPTER VIII.

TECHNICAL AND INDUSTRIAL EDUCATION.

I.—General.

258. In October 1912 Government appointed a Committee of officials and non-officials to consider and report on a scheme submitted by the Board of the V. J. Technical Institute, Bombay, for the systematic organisation of technical education in the Presidency. The Committee reported in 1913 that in order to render technical education both practical and popular and to rehabilitate it in the esteem of of the employers of labour, it was essential to frame a scheme under which the methods and standards of the minor technical institutions of the Presidency would be systematised and co-ordinated and the institutions themselves brought under the guidance and control of a central authority. Accordingly, it recommended that the V. J. Technical Institute should be constituted a Central Technological Institute for the Presidency, round which the lesser institutions should be grouped, their courses being so arranged—due regard being had to local circumstances and resources—as to admit of their students proceeding by natural transition to the Central Institute in order to continue their studies in the higher courses there available. Government accepted this recommendation and recognised the V. J. Technical Institute as the Central Technological Institute for the Presidency.

259. As regards the control of the lesser technical schools the Committee considered two alternative proposals:—(i) The appointment of an expert Inspector of Technical Education who would act in subordination to the Director of Public Instruction and (ii) the constitution of a special body for the direction of technical education which, while distinct from the Board of the V. J. Technical Institute, would, by the character of its composition, be in close touch with that body and in a position to benefit by its special knowledge and experience and to secure the advice and assistance of the staff of the institution it controls. The objections to the first proposal were that it failed to relieve the Director of Public Instruction of the ultimate responsibility for the control of technical education, a responsibility which his increasingly heavy duties in connection with other phases of education and his lack of experience in this technical branch rendered it practically impossible that he should efficiently discharge; hence in actual practice the immediate responsibility for the control of the whole system of technical education would tend more and more to devolve on the Inspector—a development which in view of the wide scope and varied character of the system could not be regarded as satisfactory. Government accepted the second alternative and constituted a Committee of Direction for Technical Education, consisting of the Director of Public Instruction, the Chairman and two other members of the Board and the Principal of the V. J. Technical Institute, and the Principal of the College of Engineering, Poona, and vested in it the control of the lesser technical institutions. The functions of the Committee are: (i) to regulate the courses and standards of instruction at the several schools and classes under its control with due regard to the individual circumstances of each institution; (ii) to arrange for the periodical inspection and examination of such schools and classes as regards their staff, accommodation, equipment, courses and methods of work and the actual work done; (iii) to recommend to the Director of Public Instruction grants-in-aid for such schools and classes; (iv) to arrange for translation into the vernaculars of text-books on technical subjects; and (v) to determine the conditions under which new schools and classes should be established by the aid of Government. The Committee has since, with Government approval, classified technical schools as follows: (1) technical schools proper, that is, those which give combined instruction in theory and practice but no instruction in purely literary subjects; (2) schools which give practical instruction, with little or no theory, of the trade, industry or profession they teach, and which do not include any literary subject in the course of instruction; (3) schools and classes which combine literary education as an adjunct or complement to manual or practical instruction in the trade or industry taught; (4) schools and classes which add manual training as a complement to the literary education imparted; and (5) girls' schools which teach an industry or

industries approved by the Department to pupils who have either completed an approved course of instruction or are attending such a course in the same or some other recognised school. The Committee has already assumed control of these schools with the exception of manual training classes, girls' schools and the David Sassoon Reformatory School at Bombay. The number of schools thus taken over is 20 with 1,318 pupils (including 396 belonging to ordinary schools with technical classes attached to them) out of a total of 26 industrial and technical schools in the Presidency with 1,798 pupils. The Committee has, since the assumption of control, endeavoured to establish co-ordination between their methods and standards of work. A common standard of examination has been instituted; the conditions of admission and attendance have been regulated so as to secure uniformity; the periodical inspections have been directed with a view to assist the teachers in increasing efficiency of instruction; the records and accounts have been inspected; and the work of the superintendents and teachers is constantly brought to the notice of the school authorities for commendation or otherwise as the circumstances of the case may require. The results of the examinations and inspections are communicated in detail to the schools and all certificates are issued under the authority of the Committee. Regularity of attendance, efficiency of instruction as evidenced by the results of examination, and the general condition of the schools in regard to discipline, cleanliness of premises, state of records, etc., are taken into account in assessing grants-in-aid.

260. For the inspection of schools the Committee originally appointed to report on the whole question of technical education had recommended the appointment of two whole-time inspectors instead of the employment of the staff of the V. J. Technical Institute for this purpose; and Government had accepted the proposal. But the intervention of the war has prevented materialisation of the proposal and the work of inspection of the schools taken over by the Committee of Direction is at present entrusted to the staff of the Institute. With the creation of the Committee of Direction the old arrangement under which the work of inspection of technical schools was entrusted to one of the professors of the College of Engineering came to an end. The schools not taken over by the Committee of Direction are inspected by the ordinary inspecting staff.

261. Technical and industrial schools are eligible for grants (i) not exceeding one-half of the fixed salaries actually paid during the previous official year for the teaching of industrial subjects and for the supervision of the classes in which such subjects are taught or (ii) not exceeding Rs. 20 for each boy or girl above the age of ten years certified to have been in regular attendance for nine months since the previous annual inspection and to have received instruction in the workshop for not less than two hours a day.

262. One of the proposals to bring the smaller schools into line with the Central Institute was to institute scholarships tenable at the V. J. Technical Institute and available for the final year students of the more advanced of the smaller schools. The proposal has been accepted by Government and there are now open for competition the following Government scholarships of Rs. 30 per mensem each:—1 for Mechanical Engineering for the Parekh Technical Institute, Surat, and 1 for Mechanical Engineering and 1 for Textile Manufacture for the R. C. Technical Institute, Ahmedabad.

263. Mr. Dawson reports that he has no reason to apprehend that the progress made by technical and industrial institutions during the last five years has not been on the right lines. He adds:—

"Further developments are possible and desirable. But these are matters of time. The great need of the present appears to be to direct all attention to useful practical work, to train the students to do it and do it well in a given time with available resources and at reasonable cost. To reduce the number of dreamers and increase that of workers appears to be the main direction to be constantly kept in view for the success of Technical Education."

The late Mr. Sharp, however, in replying to a question asked by the Indian Industries Commission, stated:—

"The industrial schools as a whole have, I fear, not been much of a success; partly owing to the want of a competent directing and co-ordinating agency. The Committee of Direction was intended to be such; but though it has made a beginning, it has not

been able to accomplish much, as owing to the financial difficulty it has not been able to obtain permanent and whole-time inspectors, who are (to my mind) the first essential in this matter. The existing industrial schools are very limited in their scope, and fail (I should say) to attract the intelligent and ambitious; their management is not always competent, and the teachers are often ill-qualified and ill-paid. The prejudice against manual work hangs about them, and is not likely to be removed until manual instruction of some kind finds an honourable place in the primary and secondary curricula, towards which not much progress has yet been made."

264. **Management.**—Of the 26 technical and industrial schools in the Presidency the R. C. Technical Institute at Ahmedabad and the Workshop at the College of Engineering, Poona, are alone under Government management. Government took over control of the former only in January 1917 with a view to its better management. All the rest are under private management.

265. **Expenditure.**—The expenditure on technical and industrial schools increased during the quinquennium from Rs. 3,59,505 to Rs. 4,00,200, i. e., by 11·3 per cent. The contribution from public funds to this expenditure increased from Rs. 1,92,207 to Rs. 2,69,974, i. e., by 40·5 per cent.

266. **Imperial grant for Technical Education.**—The Imperial grant of Rs. 1,67,000 for technical education has been fully utilised in establishing a Pottery Department and developing an Architectural Section at the Sir J. J. School of Art, Bombay; in opening a Normal Class for teachers of technical schools at the College of Engineering, Poona; in additional maintenance and other grants to the V. J. Technical Institute, Bombay, and to the School of Industry, Ratnagiri; in allotting Rs. 45,000 to the Committee of Direction for Technical Education for grants-in-aid to Industrial and Technical Institutions in the Presidency; and for similar other objects.

267. **State Technical Scholarships.**—The State Technical Scholarships instituted in 1904 were awarded during the quinquennium as follows:—

1912-13	...	Mr. D. N. Nagarkatti for Paper-making. Mr. E. C. Henriques for Architecture.
1913-14	...	Mr. C. P. Shah for Pottery.
1914-15	...	Mr. P. R. Udwadia for Architecture and Building Construction.
1915-16	...	Mr. R. S. Sathe } for Pressing and Refining of Castor Mr. N. G. Bal } Oil.
1916-17	...	Mr. M. B. Hudlikar for Tanning and Leather Manufacture.

268. Of the 13 State Technical Scholars who were sent abroad for further technical study before the end of the last quinquennium, 3 are employed in Government service, 6 are employed in private firms and are doing work similar to that for which they were trained, and 1 is engaged independently in technical work of a different kind from that in which he specialised, while the activities of three are unknown.

II.—The V. J. Technical Institute.

269. Since the recognition of the V. J. Technical Institute as the Central Technological Institute for the Presidency, its courses have been considerably developed and extended so as to enable it to discharge its functions efficiently as such; the recurring Government grant given to it has been increased to Rs. 1,00,000 and grants aggregating Rs. 5,00,000 have also been given with a view to facilitating its removal to a more suitable and extensive site. The enlarged institute continues to maintain a high degree of efficiency; still greater progress is expected after its removal to the new site at Matunga and with substantial additions to its equipment and accommodation which will then be provided. The foundation stone of the new main buildings was laid by his Excellency the Governor in January last.

III.—Weaving Schools.

270. Weaving schools may be grouped into three classes:—(1) those at the V. J. Technical Institute; (2) those under the control of the Committee of Direction for Technical Education; and (3) those under the control of the Registrar

of Co-operative Societies. The first are reported to have maintained under Mr. Pomfret a high standard of efficiency. The Hand-loom Class at the Institute has recently been closed, one important reason among others being that it has not been found possible to extend the period of instruction to two years as recommended by the Institute. The regular Weaving Classes are expected to be further developed after the removal of the Institute to Matunga, when it is proposed to include Calico-printing in the course of instruction. The work of the Weaving Classes under the control of the Committee of Direction is reported by the examiners to have been generally satisfactory. Assistance is being rendered to the teaching staffs of the schools by the Inspecting Officers of the Committee in order to improve the methods of teaching and work.

IV.—Schools of Art.

271. **Sir J. J. School of Art.**—The number of students on the rolls of the School of Art was 327 in 1916-17, divided as follows :—66 in the Elementary Drawing school, 101 in the Painting Classes, 46 in the Modelling Class, 20 in the Drawing Teacher's Class, 14 in the Special Shading Class and 80 in the Architectural Classes. The number of students on the rolls of the Reay Art Workshops was 170, divided into the following classes :—Engraving 25 students, Copper and Brass 1, Gold and Silver 16, House-decoration 15, Carpet Weaving 10, Carpentry 17, Wood-carving 27, Embossing Copper and Brass 30, Stone-carving 9, and Iron 20. The monthly average of students on the rolls in the Pottery Department and Sir George Clarke Technical Laboratory and Studios was 5·25. Mr. Burns reports as follows on the work done during the quinquennium in the several branches of the School of Art :—

"*Drawing and Painting School.*—The noticeable feature in connection with this section has been the systematic grading of students into classes comprising a four years' course. This course has been arranged to fit in with the syllabus of the Government of Bombay Art and Drawing Examinations, though entrance to these examinations is not made compulsory for all students. This system has worked well, as it meets the requirement of all classes of students and has the advantage of systematic training combined with a certain amount of elasticity, which is the only system suitable to a school of painting. A post-graduate or supplementary class for one year has been established for the benefit of selected students, in which special study of pictorial and decorative composition is undertaken. This class is under the direction of the Principal and is intended to bridge the gap which occurs between the completion by a student of his ordinary school exercise and his establishment as a working painter. This has always been recognised as a critical period in an art student's career, but very little effort is made in Europe to deal with it; partly because the working students are able to face its difficulties alone or by means of such travelling scholarships as those of the Royal Academy. The experiment in the Sir J. J. School of Art has been successful in developing some students of distinct talent, one of whom, it may be noted, has recently gained the Gold medal of the Bombay Art Society with a decorative composition carried out in this class.

"*School of Architecture.*—Great developments have taken place in this section of the school during the quinquennium under review. During the previous quinquennium efforts had been made to broaden the scope, raise the standard, and give a practical character to the instruction. Mr. Wittet, Consulting Architect to Government, and one other professional architect in Bombay were engaged as temporary lecturers, and classes on advanced subjects were held on three mornings each week from 7-40 to 9-40 a. m. The lecturers were gradually increased to four; and as the instruction became more complete and efficient, the school attracted a larger number and a better class of students. Without a permanent head in charge of the organisation it was difficult to carry out the full scheme of instruction drawn up in consultation with Mr. Wittet; the resignation of the Vice-Principal in 1913 offered an opportunity of applying the remedy, and Government authorised me to select a young architect to fill the post, when I visited England in that year. Mr. R. W. Cable, a member of the staff of the Architectural Association's School, was appointed, and entered on his duties at the commencement of 1914. With his assistance a complete scheme for the efficient teaching of architecture was completed, which included the establishment of a degree for architecture in the University of Bombay and a Government Diploma. Sketch plans for a suitable building, proposals for an increase in the permanent staff, and a complete syllabus of studies were submitted to Government and were generally approved, but all thought of immediately proceeding with the scheme had to be abandoned on the outbreak of war. The advantage of having an Architect permanently upon the staff was at once apparent in the better organisation of the Morning Classes, and in regard to the Architectural Examinations held at the end of each session. Closer touch with the various Consulting Architects to Government and architects in private practice was obtained, with the result that posts were found for every student who completed the course; the demand, in fact, being greater than the

supply. A scheme was drawn up for the training of Government of India Scholars in Architecture, three of whom are now in England. One of these, Mr. Henriques, has been entrusted with the work of designing the two memorials to be erected at Brighton to the Indian troops who fell in France, and a selection of his drawings of Indian buildings has been exhibited at the Galleries of the Royal Institute of British Architects in London. The work, commenced nine years ago and steadily continued during the past quinquennium, has produced results beyond the expectations of its authors, and a firm foundation has been laid, upon which a School of Indian Architecture, based upon tradition and sound design and draughtsmanship applied to modern requirements, may be built in the future.

"*The Pottery Department, Sir George Clarke Technical Laboratories and Studios.*—The original intention in establishing this section of the School of Art was to provide research laboratories and studios for the development of the artistic crafts, chiefly the Textile, Woodwork, Metal working and Pottery industries, in the development of which applied science and art go hand to hand. The engagement of experts in each of these artistic industries was agreed to by Government, but partly on account of the success of the Architectural School which absorbed some of the funds and a great part of the accommodation set aside for this scheme, and partly in consequence of the difficulty experienced in recruiting suitable men, the only portion proceeded with has been that devoted to Pottery research. During the quinquennium under review extremely valuable scientific work has been done by Mr. Fern, the Superintendent, and the Laboratory staff in analysing the clays and other raw products of India suitable for use in the manufacture of pottery and porcelain; samples of these materials from every part of India have been sent to the laboratory and have been reported upon, without charge, to merchants and others interested in developing the trade. At the request of Provincial Governments, the Governments of Native States and private manufacturers, Mr. Fern has visited a large number of potteries to advise concerning their arrangement and organisation, and has supplied reports and plans. Kilns of an improved pattern have been built departmentally at the School of Pottery for the instruction of students and as models for industrial potteries. Artistic work in terra-cotta, earthenware and porcelain has been produced in the Pottery, and much of this has been finished with plain and coloured glazes, or with designs painted under the glaze or in enamels. The quality of these specimens is fully up to the standard of similar work issued from the kilns in Europe, and as a complete record is kept of all formulæ used in their production, full information is available to any industrial potter who wishes to make similar specimens for sale. A complete report of the work of the department is in preparation and will shortly be issued."

272. **Progress of Art among Indian students.**—On the general question of the progress of Art among Indian students Mr. Burns observes:—

"Among the mass of ordinary college students no marked progress has been made in the study of art as represented by painting and sculpture, though there are signs of a growing interest being taken in architecture. Painting and sculpture have no place in the courses of study a student must pursue prior to taking a University degree; consequently those branches of art are esteemed as of very little value by literary students and are probably less understood by Indian students than by the ordinary University undergraduate in England. Interest in architecture has been aroused by the demand there is at present for trained draughtsmen and assistants in Engineers' and Architects' offices. As the demand is greater than the supply the prospects of well-paid employment are better in this branch of art than in Government service, the law, and the other overcrowded callings in which the Indian University graduate aspires to gain his living. The Architectural School of the Sir J. J. School of Art has been developed with a view to providing a good architectural education, and the general educational qualifications in students seeking admission has been steadily raised. The number of students in the Architectural School who have passed the Matriculation Examination of the Bombay University or the School Final Examination has increased in the last three or four years, and when the degree of Bachelor of Architecture is instituted in the Bombay University and the School of Architecture at the School of Art has been further developed to meet the requirements of students who intend to study for the Architectural Degree, all such students will have to qualify for admission to the School by passing the Matriculation Examination. Higher literary education will thus be associated with the study of architecture in the future, but as University degrees are not conferred for Painting and Sculpture it is no more likely to be associated with the study of those subjects in India than it is at present in Europe. Of the students who take up the study of painting and modelling on their own initiative, I can only speak with confidence of those studying in Bombay and Western India. They come from the same social class, which supplies most of the University students and are not descended from the craftsmen who executed the older Indian paintings. Their eyes from earliest childhood have been accustomed to see Nature through the illustrations to school books, story books, illustrated papers and magazines, all drawn according to Western conventions. The Eastern conventions of art are therefore far less understood by them than they are by many trained artists of Europe, so much less, in fact, that the fine examples of Indian painting of the old school, which fascinate all European painters, fail

entirely to interest most of the students of the School of Art in Bombay, and absolute compulsion would be required to make them imitate the style of these Indian pictures or copy the actual drawings. In this the students certainly reflect the taste of even the cultured classes in Indian Society; for only in the houses of a very few wealthy Indians will specimens of old Indian painting be found. Where this happens enquiry will generally show that the owner of these paintings is a collector of curios, and that he regards them as such; the rest of his house will in all probability be full of European portraits in oil colours or photographic enlargements of no artistic value whatever. If an Indian painter produced modern work in the ancient style he would receive very little support from Indian patrons of painting although he would receive encouragement from the few compatriots and Europeans who want to see a return to old methods; but from such experience as I possess, I see very little likelihood of any painter in Western India trying the experiment. Art in Western India at the present time, in fact, reflects the changes in social life, politics, industries, trade, literature and costume, which are now taking place around us, and as a different India from that of the past will emerge in consequence of these changes, so a different form of art will be evolved from changed environment. Many students of art have shown, during the past five years, talent of a very promising order, and their work especially in the class room has been equal to that of English students of the same standing. A few of these have produced very good work since leaving the school, especially in water colour; and these works have gained them distinctions in the Art Exhibitions in Simla, Madras and Bombay; but on the whole, the Indian artists appear to lack the concentration which many English students develop after their period of studentship is over, and have generally failed to fulfil the hopes of original work of a high standard that their work as students seemed to justify. This is certainly not due solely to inherent want of capacity, but is attributable, in a large measure, to the absence of any encouragement being accorded to art by the wealthy classes in India, such as is given to English painters by the similar class in England. Without this interest and encouragement progress cannot be expected; but Government might stimulate both interest in art and its encouragement by the rich, by undertaking the adornment of the walls of public buildings, council halls, college halls, and schools with historical pictures in fresco, paint or mosaic. By doing this they would exhibit their own interest in art, and carry their encouragement beyond the stage of merely training a student to express himself by giving him opportunities of doing so. The best of our students would then have some definite goal to strive for and an opportunity of exhibiting their talents which at present is not open to them. Under the present system we encourage the student to cultivate his talent and then leave it to chance whether it is wasted or not, when by the expenditure of a little more money its use could be assured to the nation, to the enhancement of public taste and benefit of the artist."

273. **School of Drawing and Design, Ahmedabad.**—This school was opened by Government in June, 1915, and is intended for two classes of students: (1) those who, having passed the Intermediate (or Third) Grade Drawing Examination, wish to carry their studies in this subject to a higher stage; and (2) artisans and apprentices engaged in various local crafts in which a knowledge of drawing and design is a necessity—of whom there is a considerable number in Ahmedabad possessing aptitude for artistic work but unable to leave the district to join the School of Art in Bombay. The school is experimental for 3 years and its permanent establishment is to depend on the amount of support it receives in that time. It has been temporarily housed in the Ranchhodlal Chhotalal High School, Ahmedabad, and a fully qualified master has been appointed. It is divided into two sections—(*a*) classes for drawing, painting and pictorial design; and (*b*) classes for workshop drawing and industrial design. The classes meet daily (except on Saturdays and Sundays) in the morning and evening. The morning classes are free to sons of *bona fide* craftsmen; for others a fee of Rs. 10 per term is charged. For the evening classes a fee of Rs. 10 per term is charged. The following table shows the attendance at these classes during the two years of their existence:—

	1915-16.	1916-17.
Morning classes	29	23
Evening classes	17	15

The numbers in the evening classes comprise 2 students of the R. C. High School, 2 school mistresses belonging to the Mahalaxmi Training College for Women, 1 student from the local School for Deaf-Mutes, and 10 from other schools. The number of *bona fide* craftsmen in the morning classes which was 27 at the start has declined to 17. It is premature, I think, to judge of the results of the experiment; but on the whole, the school does not appear to have evoked much enthusiasm among those for whom it is intended.

V.—Commercial Schools and Classes.

274. In his report on the London Chamber of Commerce Examinations held in Bombay in 1912 the Principal of the Elphinstone High School, who is the Superintendent of the examinations, observed :—

"Of late so many commercial classes have sprung up that the time has come for Government to exercise their right of supervision. It is necessary that Government should recognise such schools and classes and these recognised classes only should be permitted to send candidates for the London Chamber of Commerce Examinations. Government supervision will give a healthy tone to commercial education. In the absence of any supervision students are likely to unlearn all their previous school discipline, and the views of teachers tend to become more commercial than educational."

Government thereupon ordered that none but recognised commercial schools and classes should be allowed to send up candidates for the examinations. Accordingly, commercial schools and classes are required to submit applications for recognition before the end of September previous to the year for which recognition is sought. The applications are usually received and dealt with by the Inspectors of the Divisions in which these schools or classes are situated; and schools and classes, the staff of which is not manifestly inadequate or incompetent or the building of which is not clearly objectionable for hygienic or other reasons, are as a rule recognised.

275. *Increase.*—The number of commercial schools and classes increased during the quinquennium from 7 to 39 and the number of pupils from 321 to 1,880. Of these schools and classes, 34 are unaided and under private management, 4 are classes attached to aided institutions, and 1 is a board institution. The expenditure of these institutions rose from Rs. 17,519 to Rs. 66,568, of which Rs. 46,457 was met from fees, Rs. 14,174 from private sources, and Rs. 5,937 (against Rs. 4,787 in 1911-12) from public funds. The following table shows the number of entries for the junior and senior examinations of the London Chamber of Commerce and the passes in 1911-12 and 1916-17 :—

	Junior.		Senior.	
	Appeared.	Passed.	Appeared.	Passed.
1911-12... ...	137	31	346	156
1916-17... ...	152	31	653	230

VI.—Schools of Music.

276. There are five music schools and classes attended by 1,218 pupils in the Central Division. All of them are aided and the total amount of grants paid to them in 1916-17 amounted to Rs. 1,460. All of them impart instruction in Indian Music.

CHAPTER IX.

TRAINING OF TEACHERS.

277. **General.**—The problem of the training of teachers is a large one and still remains to be adequately tackled. As general table IX will show, of the total number of 29,380 teachers in all classes of institutions and under different forms of management, 10,435 or only 35·5 per cent are trained. Of the trained teachers, 9,503 or 91·0 per cent are in primary schools, 916 or 8·8 per cent are in secondary schools, and 16 or ·2 per cent are in colleges (arts only). The percentage of trained teachers in primary schools has increased during the quinquennium by 5·8, that in secondary schools by 9·0 and that in colleges by 4·3.

278. **Trained teachers in primary schools.**—The proportion of trained teachers serving in primary schools to the total number of primary teachers in the different divisions of the Presidency is shown in the following table:—

	Number of trained teachers serving in primary schools.	Total number of primary teachers.	Percentage.
Northern Division	2,738	6,549	41·8
Central Division	3,113	9,891	31·4
Southern Division	2,539	5,818	43·6
Sind	1,112	2,824	39·3
Aden	1	51	2·0
Total ...	9,503	25,133	37·8

279. **Features of the quinquennium.**—Among the main events of the period under this head may be mentioned (1) the increase in the annual output of trained teachers by 146 second-year men at a cost of Rs. 1,50,000 allotted for the purpose from the Darbar grant of Rs. 6,70,000 for popular education; (ii) the continuation of the experimental district normal classes opened in 1910-11, at an annual recurring cost of Rs. 30,000, with the object of improving the teaching methods of untrained teachers and thus rendering them more efficient without involving the boards in liabilities for enhanced pay which could not be met; (iii) the increase in the output of trained teachers from the Training College for Women, Poona; (iv) the opening of a first-year Urdu Training Class at Ahmedabad and of the Central Urdu Girls' school at Poona with the object of creating a supply of Urdu teachers for Mahomedan boys' and girls' schools; (v) the increase in the number of stipends available for girls at Training Colleges for Women at Poona, Ahmedabad and Dharwar; (vi) the grant of 20 stipends for school-mistresses deputed for training to the Training College for Women, Hyderabad, from aided and municipal girls' schools; (vii) the experimental institution of a system of small scholarships for girls in order to induce them to stay longer at school and with the ultimate aim of attracting them to the Training College; (viii) the separation of the Training College for Women, Poona, from the local High School for Indian Girls; (ix) the publication of separate vernacular school magazines by the Training Colleges for Women at Poona and Dharwar for the benefit of teachers in Marathi and Kanarese girls' schools; and (x) the improvement of the training courses for men by the introduction of advanced drawing and clay-modelling, Nature study and School gardening (in place of Agriculture), and Sloyd. Further, during the quinquennium Messrs. Kassimi and Kadri were deputed (the former for the third time) to Aden for one month and one year respectively for the purpose not only of overhauling the whole educational organisation there and drawing up proposals for its improvement but also of giving the educational staff there instruction in teaching methods, a training which could not be given by sending over individual teachers to the training institutions of the Presidency proper, as there are no facilities here for the instruction of men whose mother-tongue is Arabic. Both are reported to have done good work there.

280. **Organisation.**—There is one full-course Government primary training college for men and one for women in each division of the Presidency. The Central Division has also one second-year training school at Dhulia. This organisation was founded many years ago: its lines are in the main sound but it is now quite inadequate to meet the needs of the Presidency. For the training of secondary teachers there is only one central Government institution for the whole Presidency, viz., the Secondary Training College, Bombay. It is now treated as a college and has been dealt with already under Professional Colleges in chapter VII. There is at present no Inspector of training colleges and normal work, which for inspection and administration come under the ordinary Divisional Inspectors.

281. **Numbers.**—The number of training institutions for men has increased from 20 to 25, while that of those for women, which was 17 in 1911-12, has remained unaltered. The number of students has risen from 1,187 to 1,431 in the former and from 428 to 713 in the latter.

282. **Management.**—Of these institutions, 2 for men and 12 for women are under private management, all of which, excepting 2, receive aid from Government. These are chiefly Mission institutions intended for the training of Indian Christians as teachers for Mission schools: the rest are under public management, 14 Government and 14 Board. The latter are, with one solitary exception, district normal classes started by Government in 1910-11 and nominally transferred (except in the Southern Division) to district local boards in whose areas they are situated, grants equal to the cost of their maintenance being made over to the boards concerned. There were 18 such classes in the Presidency proper at the end of 1916-17 with 158 students. Their aim is not to emulate or, in any way, to compete with the methods and production of the training colleges or to turn out a less finished article of the same calibre as the output of those institutions, but to supplement their work by providing a suitable practical training for elementary teachers of a class which, though extremely useful and much in demand, is not one that in present circumstances can be readily catered for at the training colleges. The students admitted in each class are given a six months' course of lower primary training. The training provided has not, however, proved very attractive as it does not confer on those so trained any claim to higher pay and prospects. To make the classes more attractive, it has been recently decided to grant a certificate to successful students, which will confer a right to pay superior to that given to teachers who have not passed through these classes and have not been otherwise trained, and also, *caeteris paribus*, to promotion in preference to teachers of the latter class. In Sind such normal classes were not opened in the districts but a class was attached to the Hyderabad Male Training College itself. It was held for 2½ years but did not prove altogether popular and was closed in December 1915 owing to the war.

283. **Students in Government Training Colleges.**—The following table shows the numbers of men and women under training in Government Training Colleges:—

		Men.	Women.
Poona	1911-12 ...	222	104
	1916-17 ...	283	102
Dhulia	1911-12 ...	0*	...
	1916-17 ...	158	...
Ahmedabad	1911-12 ...	218	138
	1916-17 ...	307	128
Dharwar	1911-12 ...	278	23
	1916-17 ...	299	70
Hyderabad	1911-12 ...	187	14
	1916-17 ...	140	42

Total: 1,187 men in 1916-17 as against 905 in 1911-12; and 342 women as against 279 in 1911-12. The men increased by 31·2 per cent and the women by 22·6 per cent.

* The Dhulia Training School was closed on 31st March 1912 on account of plague; hence no figures are available.

284. **Proportion of Hindus and Mahomedans.**—The following table will show the relative proportion of Hindus and Mahomedans among the students under training (all told):—

		Hindus.	Mahomedans.
Male ...	1911-12 ...	960	159
	1916-17 ...	1,159	192
Female ...	1911-12	237	20
	1916-17 ...	400	44

The above figures are interesting as showing that the Mahomedans have now begun to keep pace with the Hindus in seeking training. While Hindus under training increased by 30 per cent, Mahomedans increased by 32 per cent.

285. **Output of teachers.**—The output of teachers, male and female, in the different divisions was as follows:—

		Male.	Female.
Northern Division ...	1911-12 ...	165	28
	1916-17 ...	216	80
Central Division ...	1911-12 ...	235	11
	1916-17 ...	356	30
Southern Division ...	1911-12 ...	87	9
	1916-17 ...	172	16
Sind ...	1911-12 ...	74	8
	1916-17 ...	74	14

The number of male teachers turned out thus increased from 561 to 818, i. e., by 45·8 per cent, and that of female teachers from 56 to 140, i. e., by 150 per cent.

286. **Urdu Training Class, Ahmedabad.**—A first-year Urdu Training Class was started in 1914 in connection with the Ahmedabad Training College for Men with a view to providing teachers for Mahomedan schools using Urdu as the medium of instruction. It had 12 students in 1914, 35 in 1915, 37 in 1916, and 31 on 31st March 1917. At the last annual examination 34 passed out of 37 who appeared. The class has up to now sent out 83 certificated teachers.

287. **Expenditure.**—The expenditure on the training institutions for men has increased from Rs. 2,10,961 to Rs. 2,42,364, while that on those for women has increased from Rs. 78,895 to Rs. 1,53,065. The contribution from provincial revenues towards the training of men increased from Rs. 1,57,349 to Rs. 1,83,794 and towards that of women from Rs. 47,970 to Rs. 95,691.

288. **Cost of training per head.**—The cost *per capita* has increased from Rs. 170·1 to Rs. 172·0 in the case of men and from Rs. 193·4 to Rs. 220·6 in the case of women. The cost to Government per head has increased from Rs. 126·9 to Rs. 130·4 in the case of the first and from Rs. 117·6 to Rs. 137·9 in the case of the second.

289. **Stipends and conditions.**—Students attending Government training institutions for primary teachers receive stipends ranging from Rs. 8 to Rs. 10. The rates were Rs. 7 to Rs. 10 in 1911-12. Admission is mainly (except in Sind where selection is adopted) by competition at an entrance test and there is no difficulty in obtaining candidates from the more advanced classes. Stipendiary students bind themselves to serve not less than double the time they remain in the training college and the majority not only fulfil their agreements but pass their life in teaching. The defaulters, if any, are required to return the amount of stipends received. As a rule, no fees are charged for training either in primary or in secondary institutions.

290. **Attendance at special institutions.**—For the Secondary Training College *Diploma* and the third year training certificate of the primary training colleges only is attendance at the special training institutions necessary. The Secondary Teacher's *Certificate* and the first and second year vernacular training certificates can be obtained through success respectively at the annual Secondary Teacher's Certificate Examination (which is different from that for the Diploma) and at the first and second year annual examinations of the Government primary training colleges which are the same for both the college

students and outsiders. Admission to the Secondary Teacher's Certificate examination is conditional on previous service of one year only and the production of notes of 15 lessons given under proper supervision. Vernacular teachers who have put in 3 years' approved service may appear for the 1st year's examination at the Vernacular Training College and those who have put in 2 years' further service may appear for the second year's.

291. **Practising or model schools.**—The Government primary training colleges have practising schools attached to them, where the students under training practise teaching under proper supervision. At the Hyderabad Training College for Men a scheme of practical work based on Mr. Fraser's methods at the Secondary Training College is now in force. Members of the staff of the college take a practising school class in one subject for a month or so in the presence of the teachers under training, who thus see how a subject should be treated, the amount to be done in one lesson, the necessity for repetition and revision and so on. This work which is of course supplementary to the actual practical teaching done by the teachers in training is likely to be more valuable than the ordinary isolated model lesson. Students learn much more by watching a good teacher at work than by listening to lectures on how to teach.

292. **Staff of training institutions.**—The college staffs cannot be said, as a whole, to be organised with a special view to the work to be done or on a genuine basis of special qualifications for their responsibilities. The posts of the Principals are looked upon as prizes which are to go to the more senior Deputies provided they have done satisfactory work in the inspecting line. The practical experience which an inspecting officer gets is undoubtedly very valuable for the head of a training college. But it should not constitute a decisive claim to such an appointment. The head of a college for training teachers should be a man who has made a special study of his subject and who has had considerable experience of training. The Vice-Principals are expected to undertake an enormous amount of reviewing for the Text-Book Committee and other objects. They have admittedly little or no time for the proper work of the training college. The ordinary staff should be composed of men who have devoted or would devote special attention to this subject, not merely of officers drawn from outside for whom promotion is to be provided as occasion arises. At present the staffs are treated as on the same plane with the staffs of high schools and appointments are made thereto and therefrom rather to provide the necessary flow of promotion than with a view to the special work to be undertaken. It would be preferable that transfers to and from training colleges should be made as rarely as possible and that men (whether in the teaching or inspecting line originally) who show a liking for and promise of success in such work should be sent to them comparatively early in their careers and should be encouraged to stay there and not forced to look for promotion outside. In the district normal classes where lower vernacular training is carried on the staff consists of one picked vernacular third-year trained man on Rs. 40 or so per mensem.

293. **Buildings.**—Considerable extensions were made to the buildings of the training institutions for men at Hyderabad and Dhulia. The accommodation in the Training College for Women at Hyderabad is inadequate, but the inconvenience will be removed as soon as the proposal to hand over the present building of the Training College for Men to the College for Women and to erect a new one for men, which has been already approved, is carried out.

294. **Conferences.**—It is now one of the duties of the Inspecting officers to hold conferences of teachers in their charges and to give them instruction in correct methods of teaching the several subjects of the primary course. In the Southern Division gatherings of mofussil school-mistresses are held every year by Miss McAfee with the object of bringing together the women teachers of the four Kanarese districts and enabling them to observe the work done at her college. For this purpose girls' schools are allowed to be closed for three days and the women teachers, who are willing, are allowed to attend the gathering. They are paid travelling allowance for their journey to and from Dharwar. Such gatherings were held in 1914, 1915 and 1916 and they were attended by 85, 152 and 185 mistresses. At each gathering model lessons on

the principal subjects of the girls' school curriculum were given. Opportunities are also seized of holding conferences of inspecting officers and training college teachers when they meet for the conduct and supervision of the annual examinations at certain of the Government Training Colleges. This practice might be extended with advantage, especially in the Female Training Colleges. It seems that in some divisions the inspecting staff see very little of the regular work of the Female Training Colleges. Miss Newland laments the infrequency of the visits paid by Deputy Inspectors and their Assistants. She observes that visits from the inspecting staff would afford opportunities of finding out the weaknesses of the teachers after they leave and the needs of the districts, and might provide suggestions for improvement in the future.

295. **Improvement of teachers' pay.**—The special grants received from Imperial funds during the quinquennium have enabled us to pay certificate and code pay to most trained teachers. This measure has removed much discontent from the ranks of vernacular school teachers.

296. **Training of the Inspecting staff.**—Newly appointed Assistant Deputy Inspectors are called up for a month's training to the Divisional Training Colleges for Men every year in the monsoon when there is no touring to be done and inspection work is less heavy.

297. **Teachers' Associations.**—The membership of the Teachers' Association, Bombay, increased from 110 to 125. Six were elected life members. Every year the Association holds from 12 to 15 meetings when papers are read and educational topics discussed. The Government grant to the Association in 1916-17 was Rs. 100.

298. **The Poona Training Class.**—The so-called 'Poona Training Class' has been working since February 1914. This designation, however, represents a special experiment, not a training class in the ordinary sense of the term. The two instructors might more properly be called 'Itinerant Teachers,' since they visit schools *in situ* and give instruction (practical and theoretical) in methods of teaching by means of model lessons, lectures, friendly criticisms, etc., to teachers of aided schools in Poona in their own classes. They specialise in methods of teaching English and try to induce the teachers to prepare for the Secondary Teacher's Certificate Examination. This arrangement is reported to have fulfilled its object and the experiment is now being applied to aided schools at Ahmednagar. In connection with this 'class,' in addition to weekly lectures given by the instructors to teachers under training, open lectures to teachers have been given for three years in the rains, the average number being about half a dozen each season. These lectures are given free by well-known gentlemen and the attendance has usually been most gratifying.

CHAPTER X.

ORIENTAL STUDIES.

299. **Study of classics in ordinary institutions.**—Sanskrit and Persian are the only Oriental classical languages ordinarily taught in this Presidency. Their teaching begins in Anglo-vernacular standard IV, continues up to the Matriculation, standard VII, and is thereafter pursued at arts colleges to meet the requirements of the University, which prescribes a 'Second language' (i. e., one of a list of 12 languages including among others Sanskrit, Persian, Arabic, Avesta-Pahlavi and Pali) as one of the compulsory subjects for the First Year and Intermediate Examinations in Arts. After the Intermediate stage the study of the second language is optional, being left to students' choice for the B.A. and M.A. Examinations. In teaching Sanskrit and Persian in Anglo-vernacular schools, after the necessary foundation of grammar has been laid, the amount of time spent on the study of grammatical formalities and irregularities is cut down; the time so saved is to be utilised in reading extracts from the literature of the language and in practising translation from unseen passages. Translation into dead languages is not insisted on to the same extent. Free use of the vernacular is also allowed in teaching. At the Matriculation Examination there is one question paper in the Second language, containing prose passages for translation from and into English and questions in grammar, these last being limited to 30 per cent of the marks for the whole paper. In the case of Sanskrit and Persian there are also simple poetical passages for translation into English. At the First Year and Intermediate Examinations in Arts, the paper in the Second language contains unseen passages for translation, both out of that language into English and vice versa, and such passages together carry at least 30 per cent of the total marks. It also contains questions on grammar, as well as on the matter of the books prescribed (including passages for translation and explanation). The University requirements for the B.A. and M.A. Examinations for which the study of these languages is optional are much higher and demand a more extended and critical study of the texts or the subjects prescribed. Until the revision of the University examination courses during the present quinquennium, the Second language was a compulsory subject of study up to the B.A. The numbers of those who obtained B.A. Honours in Oriental languages at the end of 1916-17 were: 60 in Sanskrit and 14 in Persian. At the M.A., 6 passed with Sanskrit, 2 with Persian, and 1 with Avesta-Pahlavi. For the encouragement of Oriental studies at the University 12 scholarships and prizes have been endowed for Sanskrit, 4 for Avesta-Pahlavi and 1 for Persian, over and above the Wilson Philological and Pandit Bhagwanlal Indraji Lectureships and the Springer Research Scholarship.

300. **Special institutions.**—Instruction in Oriental languages is also imparted in certain classes of special institutions such as Sanskrit Pathshalas, Arabic Madrassas and Koran Schools. The following table shows the numbers of such institutions, both public and private, and of the pupils attending them:—

	Sanskrit.		Arabic or Persian.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1911-12	35	1,168	76	2,147	111	3,315
1916-17	52	2,852	113	1,902	165	4,254

Of these, 36 are public with 1,858 pupils and 129 private with 2,396 pupils.

301. **Grants-in-aid.**—Grants-in-aid to these special institutions are governed by chapter VII of the Grant-in-aid Code, under which each application for grant is treated on its own merits, due regard being had to the funds available and to the general efficiency of the institution.

302. **Conference of Orientalists, 1911.**—As the result of the Conference of Orientalists held at Simla in July 1911 the question of giving adequate

encouragement to the ancient learning of the country and of improving instruction in the Indian classical languages was fully investigated. The proposals formulated in consequence contemplated the establishment of a Sanskrit College at Poona consisting of two sections, namely, of *pandits* engaged in Sanskrit study on traditional lines, and of graduates who had already studied Sanskrit on modern lines and were desirous of undertaking some branch of higher study or research in that language. The former, in addition to their Sanskrit studies, were to receive elementary instruction in English, this qualification being regarded as calculated to increase their utility when employed as Sanskrit teachers in high schools; the latter were to be afforded facilities for the study of French and German so that the works of eminent French and German savants might be readily accessible to them. It was hoped that the close association within a single institution of the ancient and modern schools of learning might exercise a generally beneficial influence on both of them and might, in particular, ultimately have the effect of improving the methods of the older school which much needed reform. The scheme has been submitted to the Government of India, but owing to the present war they are unable to hold out any hope of financial assistance towards the establishment of the proposed college.

303. **Personal allowances to Shastris and Moulvis.**—With a view to encouraging Shastris and Moulvis of the traditional type, annual personal allowances of the total amounts of Rs. 960 and Rs. 1,200 respectively have been sanctioned since 1914-15 for some of those employed in Government educational institutions and certain others not so employed.

304. **Preservation of Sanskrit manuscripts.**—The collection at the Deccan College numbers nearly 20,000 manuscripts and is said to be the largest existing collection of Oriental manuscripts, of which a printed record exists, in the world. Scholars from all over the world make frequent use of it. It was started in 1868 when the Government of India sanctioned a sum of Rs. 24,000 for the purchase and preservation of ancient manuscripts. Of this amount Rs. 3,200 fell to the share of this Presidency. The grant was continued during the following years, although the amount varied, until in 1897 it was reduced to Rs. 3,000 a year. This is the present grant and is devoted to the objects for which it is given. In order to make the collection more useful to scholars, it was decided in 1881, when it was less than half of its present size, to prepare a good descriptive catalogue of it after the model of Aufrecht's Catalogue for the Bodleian Library at Oxford, and the work was entrusted by sections to various prominent Sanskritists in England and elsewhere. A number of manuscripts were sent to them, and they remained with them for some twelve years. But, as practically no progress was made with the catalogue, it was decided in 1899 to prepare a less ambitious one after the model of Dr. Eggeling's Catalogue for the India Office Library. The late Professor Kathavate prepared a scheme according to which the assistant to the Professor of Sanskrit at the Deccan College was to do the work. It was estimated that the entire catalogue might take ten or twelve years to produce; but it was not until last year that the first volume of the Descriptive Catalogue saw the light of day. Experience has shown the design of this catalogue to be impracticable, and further work on it has been abandoned in favour of a card-index of a more modern type. Two such indices are being prepared—one by authors and the other by titles or subjects.

305. **The Bombay Sanskrit Series.**—Original work on critical lines is encouraged by the publication of the Bombay Sanskrit Series, which includes a number of old Sanskrit works. The cost of editing them is borne by Government. The editing of three original works and revision of eight already edited and published were undertaken during the quinquennium, and nine works were actually published. The total budget allotments made for the purpose during the last five years amounted to Rs. 76,000, of which Rs. 20,428-8-3 were actually expended.

306. **The Bhandarkar Research Institute.**—While the scheme for the establishment of a Sanskrit College at Poona has been held up owing to the war, thanks to the energy and enterprise of the friends and admirers of Sir Ramkrishna G. Bhandarkar a Sanskrit Research Institute has been inaugurated at Poona to perpetuate the work of that great Oriental scholar.

The opening ceremony of the Bhandarkar Research Institute was performed by His Excellency the Governor in June last, and proposals are on foot for the transfer of the large and valuable collection of Sanskrit manuscripts at the Deccan College to the buildings of this new Institute along with the maintenance grant of Rs. 3,000 meant for them. Sir Bhandarkar has bequeathed his private library of over 2,500 volumes to the Institute. The question of also transferring to the Institute the publication of the Bombay Sanskrit Series with a suitable grant for the purpose and under certain conditions is being considered.

307. **The K. R. Cama Oriental Institute.**—This institution was also established in the quinquennium, a sum of Rs. 1,00,000 having been given for the purpose by Sheth Damodar Gordhandas Sukhadvala of Bombay, who desired thereby to perpetuate the memory of a Parsi friend and Oriental scholar, the late Mr. K. R. Cama. Government have already promised the Institute a grant not exceeding one-fourth of the private subscriptions collected for the memorial or Rs. 30,000, whichever is less. Its management being largely in Parsi hands, this institute is expected to devote itself, not only to Sanskrit but also to Arabic, Persian and Iranian studies.

308. **State scholarships.**—During the quinquennium the Government of India scholarship for advanced and scientific study of Sanskrit was awarded to Mr. V. S. Ghate, Professor of Sanskrit at the Elphinstone College, Bombay.

Y PRESIDENCY SHOWING THE PERCENTAGES TO FEMALE POPULATION OF GIRLS UNDER INSTRUCTION IN PUB

Percentage
.....1·08
.....·7

Percentage
Northern Division ..... 1·9
Central .... Do ..... 1·
Southern ... Do ..... ·9

Govt Photozinco Office Poona, 1917

Percentage
Bombay Presidency..... 1·4
Sind..... 1·1

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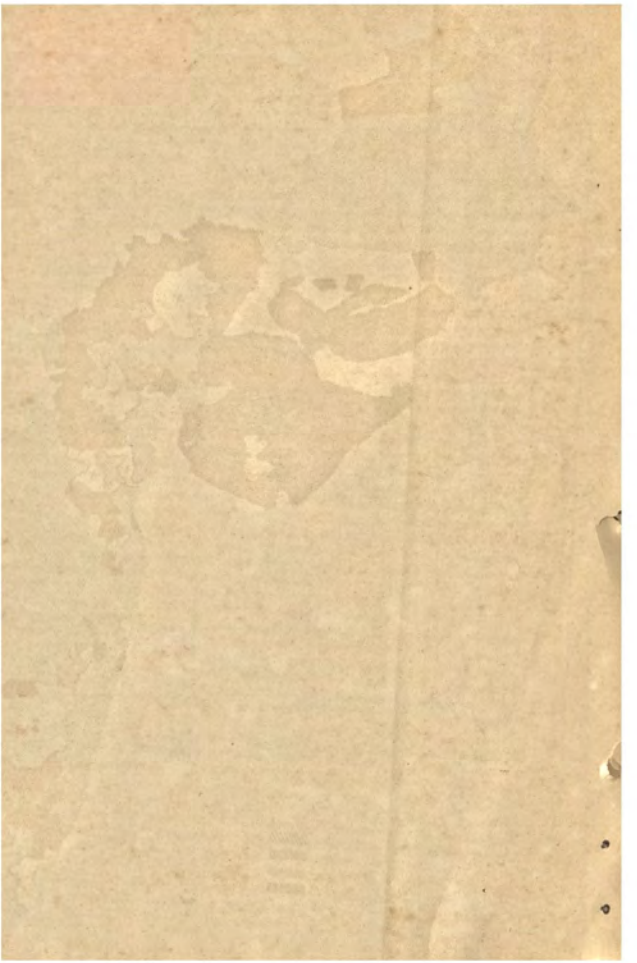

CHAPTER XI.

EDUCATION OF GIRLS.

I.—General.

309. The education of girls has not aroused among the masses of the people the full measure of interest and attention that its importance demands. Even when this subject received consideration it was treated rather as a side issue than as one of equal (if not superior) importance to that of boys. Men held counsel and settled what women needed, and naturally they turned for guidance to the organisation adopted for boys and applied it (with patches here and there) to girls. The system thus framed was probably in the circumstances inevitable; it has been at work for about half a century. Girls' schools have been planned on the model of boys' schools; a large proportion of their staff has been composed of male teachers; girls study the boys' curriculum, though somewhat diluted and attenuated; the majority of them read boys' books; and they are still largely inspected and controlled by men. The above statements represent facts, not criticisms. It is not to be lightly assumed that such facts indicate an inherently and altogether improper system or the adoption of totally false principles. The mind of the girl-child is not something wholly and radically different from that of the boy. If the former is to be cultivated at all, it is difficult to discover reasons which invalidate the application of those methods which have proved successful in the cultivation of the male mind, at any rate in its earlier stages. But girls as well as boys have to develop other activities and discharge other functions than those of mere intellect. It is in its provision in this latter and more practical sphere that our system has proved wanting, but not in its effect upon girls only. In the last quinquennial report Mr. Prior observed that in India our ideal should have been above all things to educate girls to become good wives and mothers. Such an ideal need not have precluded the development of the intelligence or even the cultivation of the intellect, nor should it have ruled out the provision of 'vocational training' of a suitable character for those girls whose services in various capacities were demanded by the growing requirements of social evolution. As it is, a 'purely literary' education has proved as bad for girls as for boys (or even worse). Reinforced by such social customs as 'purdah' and early marriage the ill effects of the literary tradition and the general belief in the necessary inferiority of women have conspired together in this country to distract attention from certain essentials and to place extraordinary and wellnigh insuperable obstacles in the way of that progress which has been achieved elsewhere, even in the Orient. There are however signs of an awakening. "The more thoughtful among the educated class of parents," as Miss Brooke, the Inspectress in Sind, observes, "have begun to claim for their daughters an education such as will fit them for their inevitable lot in life, i. e., that of wives and mothers. Their aims are truly the highest any race can aspire to. They go to the root of the whole matter of women's education. They may well ask: 'what is it all for, if not for this first and chief end that good sons and daughters may be bred up for this country, whose need for such is sore and is daily growing in urgency?' Educate the women but not to be poll-parrots or calculating machines or to be able to say that they have passed a certain examination but to be of *service* to the race."

310. Taking our system of female education, however, as it stands, this Presidency need fear no comparison with other provinces in India proper, at any rate in respect of numerical results. Even in 1911-12 the percentage of girls at school to the girl population of school-going age was 7·8 in Bombay, 7·2 in Madras, 6·1 in Eastern Bengal and Assam, 4·6 in Bengal, 4 in Punjab, and 1·2 in the United Provinces. During the present quinquennium the increase has been considerable, being as much as 16·3 per cent on the figures reported in 1911-12.

311. **Numbers.**—The number of girls' schools, public and private, for Europeans and Indians, increased during the quinquennium from 1,208 to 1,301. Among these, public institutions rose from 987 to 1,216; while private institutions show a decrease from 221 to 85. But this decrease is apparent only, for, while the figures of private institutions for 1916-17 are for British districts alone, the corresponding figures for 1911-12 include those for Native States, which, not

being separately reported in that year, could not be distinguished from those for British districts. If, for more correct comparison, private institutions in Native States are included in the figures for 1916-17 also, the decrease is turned into increase, from 221 in 1911-12 to 305 in 1916-17. The increase in public institutions is shared by all the Divisions as follows :—

	Number of schools.		Increase per cent.
	1911-12.	1916-17.	
Northern Division	285	312	9·5
Central Division	319	440	37·9
Southern Division	217	259	19·4
Sind	160	196	22·5
Aden	6	9	50·0
	987	1,216	23·2

312. The following table shows the number of girls under instruction in both boys' and girls' schools in each Division and the percentages of these to the female population :—

Division.	Number of girls at school.	Percentage of girls to female population.
Northern Division	45,570	2·6
Central Division	46,351	1·3
Southern Division	29,957	1·2
Sind	17,217	1·1
Aden	408	2·7
Total ...	139,503 + 5,118 girls in European schools = 144,621.	1·5

313. The following table shows the classification of girls by race and creed :—

	Europeans and Anglo-Indians.	Christians.	Hindus.	Mahomedans.	Buddhists.	Parsis.	Others.	Total.
1916-17	2,445	7,526	96,770	30,947	...	5,800	1,133	144,621
Percentage to the total at school ...	1·7	5·2	66·9	21·4	...	4·0	·8	100
Percentage of those at school to female population in each community	18·5	8·8	1·3	1·7	...	14·6	44·2	1·5

314. Exclusive of Europeans and Anglo-Indians, the figures of classification of pupils by stages are as follows :—

	Institutions.		Pupils.	
	1911-12.	1916-17.	1911-12.	1916-17.
High schools	15	19	1,815	2,360
Middle schools	38	39	2,967	3,733
Primary schools	890	1,110	73,059	82,264

Pupils in the High stage increased by 21·0 per cent, in the Middle stage by 47·8 per cent and in the Primary stage by 25·0 per cent.

315. **Expenditure.**—Expenditure on institutions for girls has risen from Rs. 12,19,941 to Rs. 18,36,835, i. e., by over 50 per cent. These figures do not include expenditure on account of girls attending boys' schools who form 37·2 per cent of the total of the girls. The expenditure from public funds amounted to Rs. 10,32,605, of which Rs. 9,36,021 was on schools for Indian girls and

Rs. 96,584 on those for Europeans and Anglo-Indians. The average cost of educating an Indian girl is Rs. 17·7, of which Rs. 10·7 is borne by public funds. The cost per head in a secondary school for Indian girls is Rs. 64·8 as against Rs. 42·1 per boy in a similar school for Indian boys. In primary schools it is Rs. 12·1 as against Rs. 9·3 per head in a boys' school.

316. **Results.**—The percentage of girls at school to the female population is now 1·5 as against 1·3 in 1911-12. The corresponding percentage for boys is 6·2 as against 5·7 in 1911-12. The direct expenditure on girls' education is Rs. 18,36,835, i. e., nearly one-seventh of the total amount directly spent on education in this Presidency as against one-seventh five years ago; while the cost borne by Government has risen from Rs. 3,40,380 to Rs. 5,83,175, i. e., by 71·3 per cent.

II.—Institutions.

317. **Number of public institutions.**—The public institutions for the *general* education of girls (European and Indian) were as follows :—

	High schools.	Middle schools.	Primary schools.	Total.
Institutions	33	45	1,110	1,187
Pupils	4,217	3,485	79,906	87,608

These figures represent only the girls attending public schools for girls. There are also 9,937 girls in private institutions. In addition to the number shown in the table there are 3,322 boys reading in girls' schools. Of the public institutions, 9 are managed by Government, 468 by local boards, 324 by municipalities, 360 are aided and 26 are unaided.

318 **Colleges.**—There is no college specially intended for women in this Presidency. A scheme for the establishment of an arts college for women has already been submitted, but its consideration has been postponed, presumably owing to the war. The number of girls attending Arts Colleges rose from 74 to 125 and that of those attending the Grant Medical College from 29 to 52 during the quinquennium. Of the total of 177 girls attending colleges, 69 are Hindus, 51 are Parsis, 37 Indian Christians, 11 Europeans, 1 Mahomedan, and 8 others.

319. **Secondary schools.**—The following table will show the number of secondary schools for girls and of girls attending them (including also those attending boys' schools) :—

		Schools.	Girl pupils.
For Indians	1911-12 ...	53	5,315 (876 in boys' schools).
	1916-17 ...	58	6,667 (840 in boys' schools).
For Europeans	1911-12 ...	24	2,151 (407 in boys' schools).
	1916-17 ...	19	2,370 (495 in boys' schools).
Total	1911-12 ...	77	7,466 (1,283 in boys' schools).
	1916-17 ...	77	9,037 (1,335 in boys' schools).

While the total number of institutions has remained unchanged during the quinquennium, that of pupils has increased from 7,466 to 9,037 or by 1,571, i. e., by 21·0 per cent.

320. Of the secondary institutions for girls, 2 are maintained by Government, 2 are Board institutions (at Bandra and Thana), 67 are aided and 6 unaided. The Government institutions are the High Schools for Indian Girls, Poona, and the Girls' High School attached to the Training College for Women at Ahmedabad. The former was separated from the Training College for Women, Poona, only last year; and the need of separating the latter from the local training college for women has been recognised; but the scheme cannot be carried out owing to the financial stringency. The number in the Poona school is 325 while that at Ahmedabad is 233, as against 206 and 105 respectively in 1911-12. Of the aided institutions, the majority are under Mission and Parsi management. The Missions and the Parsis have, since the very beginning, led the way in the matter and they still maintain their lead. Of the total number of girls studying in secondary schools, 2,359 are Europeans, 2,356 Indian Christians, 1,974 Parsis, 1,849 Hindus, 96 Mahomedans and 403 others. In 1916-17, 70 girls (from both British and Native State territory) passed the Matriculation. One girl appeared and passed at the School Final Examination in 1916-17.

321. **Secondary Curriculum.**—No separate secondary curriculum for girls has as yet been finally laid down. In ordinary literary work girls still follow the boys' courses and aim at Matriculation. During the quinquennium, however, the question of framing alternative courses adapted to the needs of girls who do not desire to matriculate and harmonizing with the general lines indicated by the Government of India in paragraph 17 of their Resolution on Educational Policy was taken up. Courses were drafted, and opinions were collected from officials and non-officials interested in the subject. These were discussed at a conference of Inspectors, Inspectresses and Training College Principals and Lady Superintendents. The courses suggested involved no extra expenditure till standard IV in which it was proposed to make "Home Craft" a compulsory subject. But it was found that there were no qualified teachers available, and that the managers of aided schools would not be able to afford the initial and recurring expenditure involved in teaching Home Craft to a small number of girls. Miss Corkery accordingly proposed that Government should provide for the establishment and maintenance of a "centre" to which classes from various schools could be sent for instruction in this subject. The outbreak of the war rendered it impossible to proceed with this proposal. The completion of a comprehensive scheme for the revision of curricula for girls is dependent upon the co-ordination of secondary standards for girls with primary standards of similar application. Pending the introduction of special standards for secondary girls' schools, inspecting officers have been allowed discretion as to the quantity and quality to be expected from girls. In particular, any portion of science or domestic economy treated in a popular way may be offered as an alternative to geometry and algebra.

322. **Primary schools.**—By far the greatest number of girls at schools are in primary schools. The number of girls' primary schools rose from 890 to 1,110 and the pupils from 63,059 to 82,264. With girls attending boys' schools the number of girls comes to 124,324. The following table shows the distribution of girls' primary schools and of girls attending them by management:—

	1911-12.		1916-17.	
	Schools.	Pupils.	Schools.	Pupils.
Government ...	6	833	7	729
District Local Board ...	356	17,414	468	24,824
Municipal ...	255	24,757	322	33,657
Aided ...	264	19,134	293	21,776
Unaided ...	9	921	20	1,278
Total ...	890	63,059	1,110	82,264

It will appear from the above that the district and municipal boards play the largest part in the management of girls' primary schools as in that of boys'. The responsibility undertaken by aided agency is also not inconsiderable.

323. The distribution by divisions is as follows:—

	1911-12.		1916-17.	
	Schools.	Pupils.	Schools.	Pupils.
Central Division ...	259	20,813	375	28,171
Northern Division ...	272	20,725	299	25,834
Southern Division ...	208	12,409	252	16,666
Sind ...	148	9,034	178	11,375
Aden ...	3	78	6	218
Total ...	890	63,059	1,110	82,264

324. About the special difficulties of the village girls' schools Miss Corkery remarks :—" The village school mistress has to contend against the apathy of the parents and in many cases also against the active hostility of the mother who resents every hour spent at school as time lost for domestic duties. It is no uncommon sight to see a mite of 6 toddling to school with a small child (a brother or sister) supported on her hip. She has to exercise her mother-wit to keep her charge quiet in school and placate the teacher and also to attend to her legitimate work. The fields, too, militate against the steady progress of village girls' schools. In the cotton picking season the children can earn from 4 to 6 annas daily and about 90 per cent avail themselves of the opportunity. When the long-suffering mistress ventures to point out that their education is being neglected she is met with a retort that the mother has no wish to educate her daughter so highly as to make her a school mistress or by a suggestion that if the *sarkar* will give the girls the same sum daily as they earn in the fields, the attendance will improve."

325. **Primary curriculum.**—The revision of the existing curriculum for girls' primary schools is under consideration. Under the present course, in addition to reading, writing and arithmetic, a girl who has completed the IVth standard is supposed to have learnt (i) the meaning of a map and the principal geographical terms and general geography of the taluka, the collectorate and the division ; (ii) lessons on familiar objects, especially those bearing on domestic economy ; (iii) lessons on air, water, light and food ; (iv) drawing of simple objects ; (v) singing ; (vi) needle-work. The Vth standard adds a little more of geography (the Presidency and India) ; stories from the history of the province, Maharashtra, Gujarat, etc., according as the case may be ; and a little more of hygiene. In the VIth standard, which is the highest standard, household book-keeping, general geography of the world, elementary history of India, and rudiments of domestic economy are further added. Experiments are now being made with a revised version of the above course in certain girls' vernacular schools. Need, however, of a shorter and simpler course than the above for rural girls' schools has been indicated. Miss Corkery thinks that a simplified curriculum and a 3-hour school day might help to improve the attendance in this type of school.

326. **Private institutions.**—The number of girls in private institutions is 9,937 ; 214 are studying in advanced institutions teaching Arabic and Persian and 159 in those teaching Sanskrit.

327. Among other institutions of public interest, Professor Karve's Widows' Home and Mahila Vidyalaya and the Seva Sadan at Poona, Pandit Ramabai's Mukti Sadan at Kedgaon, the Vanita Vishram at Bombay, Surat and Ahmedabad, and the Jain Shravikashrama at Bombay and Ahmedabad deserve mention. They are all doing useful educational work among adolescent and adult women. About the Vanita Vishram, Surat, Miss Corkery reports :— "The Surat institution is now well housed and is doing excellent work among widows and married women whose household duties do not permit of their joining a full-time school. In addition to instruction in the vernacular and English, industrial work is also taught, dyeing and needle-work (plain and embroidery) being the lines selected. The staff has been strengthened by volunteers from the Servants of India Society, prominent among whom is Mrs. Sharda S. Mehta (the second Gujarati lady to take the B.A. degree). With her little band of workers she is doing much to brighten the lives of women to whom the doors of learning were formerly closed. At my last visit I found 200 names on the rolls of the Vernacular and 150 of the Anglo-vernacular school. There were very few absentees. The success of the Surat institution has prompted the beginners to start work in Bombay. A beautiful building has been erected at Sandhurst Road and the popularity of the movement is undoubted." The Seva Sadan at Poona and Bombay and the Vanita Vishram at Bombay have also organised classes for the training of primary school mistresses and secured their affiliation to the Government Training College at Poona and Ahmedabad respectively for the annual Certificate Examinations.

III.—Special Characteristics.

328. **Girls in boys' schools.**—As already shown in the preceding section, 37·2 per cent of the girls at school (viz., 53,730 out of 144,621) belong to boys' schools. In 1911-12 the corresponding percentage was 39·2. Mr. Hesketh reports that some of the brightest girls he has come across have been studying in district local board boys' schools. The need of admitting girls to boys' schools usually arises where a separate girls' school is not available. But people in this country, especially in rural parts, do not relish the idea of girls above the age of 10 or so studying in the same school with boys. Whenever, therefore, there is an attendance of about 15 girls on an average in a boys' school, separate provision for girls seems desirable. A full-fledged school need not be immediately established. A class with one teacher will serve the purpose equally well, until the numbers increase and larger provision becomes necessary. As regards infants, however, under the age of 7, it seems to be desirable to place them all, whether boys or girls, together under the same roof and entrust them to the care of a trained school mistress (wherever such teachers are available). Such an arrangement, besides offering to some little boys the attraction of going to school with their elder sisters and vice versa, and making more even distribution of the school-going population of a locality between the boys' and the girls' schools there situated, would afford scope for free play to a spirit of healthy emulation between boys and girls. The Education Commission of 1882 suggested the opening of schools for children of both sexes under seven.

329. **Grants-in-aid, fees and scholarships.**—Grants are awarded to aided girls' primary and secondary schools up to a limit of one-third of the expenditure or one-half of the local assets. In Sind, however, since 1913, the maximum has been raised from one-third to one-half of the expenditure. Five per cent of the ordinary grant may also be awarded in addition for giving books, slates, etc., to poor and deserving girls. To girls' schools registered as 'indigenous' schools grants are given at double the rates sanctioned for boys. The contribution from public funds to girls' schools, primary and secondary (excluding European schools), comes to 60·2 per cent as compared with 65·0 per cent in the case of boys' schools. No fee is charged in Government, district local board and the majority of municipal primary girls' schools, and in almost all the aided primary schools also no fee is charged. In nearly all secondary schools for girls fees are charged. In primary schools the average is Re. ·5 a year per pupil; in the secondary (excluding those for Europeans) Rs. 17·6. In all classes of schools the fee charged in publicly managed schools is lower than in those privately managed, being Re. ·2 against Rs. 4·8 respectively. The total fee-receipts in primary and secondary schools for Indian girls amounted in 1916-17 to Rs. 1,53,536, i. e., about one-ninth of the total expenditure. Ordinarily, girls are eligible for the Middle School and High School scholarships open to boys. To induce girls to continue longer at school Government have also inaugurated a system of scholarships from Provincial funds of the value of Rs. 2 to 3, and in special circumstances of Rs. 4 even, in district local board primary schools. Miss Brooke reports that these scholarships have been effective in inducing parents to allow their daughters to continue longer at school. "The girls themselves are very eager and would continue their studies even without this inducement but the parents also are now being won over. This may be looked upon as pandering to mercenary instincts; but, all the same, as long as the girls are the gainers by receiving a higher education, no objection need be made to the means by which these happier conditions are secured."

330. **Home teaching.**—Several home classes for elderly women have been started during the quinquennium by various private bodies and individuals, e. g., by the Seva Sadan at Poona, the Servants of India Society and Mrs. Nikambe at Bombay, etc. They are all said to be doing useful work. The late Mr. Sharp thought that just at present, in view of the paucity of pupils and the still greater paucity of women competent to teach and inspect, he most promising line of development was through such home classes. These would not only supplement the scanty education already received by

some girls, but might possibly influence the present mothers and grandmothers to send more of the girls to school. The Inspectress of Urdu Girls' schools, Central Division, describes the present Government system of education for Mahomedan girls as 'un-Mahomedan' and pleads in favour of the old Mullani system of home classes.

331. **Professional training.**—The only institutions for the professional training of women are the primary training institutions for women in the different Divisions of the Presidency, which have been already dealt with in a previous chapter.

332. **Industrial education.**—There are 6 industrial schools for girls, while the number of girls receiving industrial instruction in these and other schools is 200, of whom 6 are Indian Christians, 189 Hindus and 5 Mahomedans. The Inspectress in Sind speaks in very enthusiastic terms of the work done by the C. E. Z. Mission Industrial schools at Karachi and Sukkur for the benefit of poor widows and deserted wives. Government grants to Industrial schools for girls amounted in 1916-17 to Rs. 6,257. In schools of Art there are 24 girls, of whom 13 are Parsis, 4 Hindus, 4 Indian Christians, 1 European and 2 others. In Commercial schools there are 54 girls, of whom 38 are Europeans, 11 Indian Christians, 2 Hindus, 2 Parsis and 1 Mahomedan.

333. **Special or local committees.**—No special or local committees or 'governing bodies' for girls' schools exist in this province, excepting the solitary instance of the Maharashtra Female Education Society which controls the High School for Indian Girls, Poona.

334. **Training of mistresses.**—This subject has been dealt with in chapter IX under "Training of Teachers."

335. **Physical training.**—Physical training of girls, as of boys, has not yet been attempted on any well-laid plan. In 1914, however, a course of physical training (theoretical and practical) was organised for the benefit of teachers serving in girls' secondary schools in or near Bombay with the assistance of the Young Women's Christian Association who kindly lent the services of Miss Denison, a certificated athletic mistress, for the purpose. Two teachers from each of the European, English-teaching, and Anglo-vernacular girls' schools were deputed to attend the class. Forty-three teachers, representing 31 schools, attended and 41 completed the course, at the end of which a practical examination was held and 29 certificates were awarded to the successful candidates. Miss Corkery reports that this course proved most beneficial and stimulating, but unfortunately more than half of those who benefited by it have dropped out of the teachers' ranks and the schools concerned are without qualified physical instructresses. To supply this deficiency another similar course has been organised during the current year, and proposals are also on foot for the creation of a post of Directress of Physical Training for girls' schools in the Presidency.

336. **Administration and inspection.**—The administration of primary girls' schools in each division rests with the respective Educational Inspector. The two Inspectresses of Girls' schools for Northern Division (with Bombay) and Sind merely inspect the primary and secondary girls' schools in their charge. Inspection reports on secondary schools inspected by them are submitted to the Educational Inspector, but primary schools are simply visited by them and suggestions for their improvement are made from time to time. The Inspectress of Urdu Girls' schools, Central Division, inspects Urdu primary girls' schools in her division. These Inspectresses have no Assistant or Deputy Inspectresses to help them. Hence they cannot make their influence felt in remote rural schools lying out of the way and far from the railroad.

CHAPTER XII.

EDUCATION OF CHIEFS AND NOBLES.

337. **The Rajkumar College, Rajkot.**—In this Presidency there is only one Chiefs' College, the Rajkumar College at Rajkot in Kathiawar. Its administration is in the hands of a committee called the Rajkumar College Council and consisting of certain political officers and chiefs. Its ultimate control rests with the Foreign Department of the Government of India. The Principal and Vice-Principal of the College are lent officers of the Indian Educational Service. As native states are excluded from this report, details regarding the number on rolls, attendance, etc., are not given here. It may, however, be mentioned that 5 of the past kumars are known to have proceeded on active war service up to the end of the quinquennium.

338. **Talukdari or Girasia Schools.**—The special talukdari schools reported are those at Godhra, Wadhwan Camp and Sadra, which are under the direct control of the Political Agents, Rewakantha, Jhalawar and Mahikantha respectively. The work and organisation of the first were thoroughly overhauled at the beginning of the quinquennium.

339. **Talukdar pupils attending institutions in British districts.**—Ahmedabad shows the highest number of talukdar pupils attending public institutions in British territory—978 boys and 232 girls against 815 boys and 345 girls for 1911-12. In Kaira and Panchmahals the corresponding numbers are 73 and 35 against 59 and 13 respectively for 1911-12. In Broach the number declined from 54 to 50. The total number of girls fell from 345 to 275. Special hostels have been maintained for some years past at Nadiad and Dhandhuka for the benefit of the talukdari boys. They are under the management of the Talukdari Settlement Officer, Gujarat.

CHAPTER XIII.

EDUCATION OF EUROPEANS.

I.—General.

340. Special institutions exist in different parts of the Presidency for the education of Europeans as defined in the Code of Regulations for European schools sanctioned in 1908 and reprinted in 1911. Non-Europeans up to a limit of 20 per cent are admitted. In special cases, viz., those of the Convent High Schools at Poona, Panchgani and Karachi, this limit has been extended to 30, 33 and 33 per cent respectively with Government permission. Ordinarily, however, when the number of non-European children exceeds the limit of 20 per cent, the school ceases to be classed as a European school and forgoes the benefit of the provisions of the European Schools Code. In such cases the schools are designated "English-teaching," teach the standards prescribed in Schedule C of the Grant-in-aid Code, and receive grants from Government according to the rules of the Grant-in-aid Code designed for Anglo-vernacular schools for Indians.

II.—Progress in the quinquennium.

341. **Figures of schools and pupils.**—The following table will show the present position of European and English-teaching schools as compared with that of 1911-12 :—

	No. of schools.		No. of pupils.	
	1911-12.	1916-17.	1911-12.	1916-17.
European	49	47	4,044	4,492
English-teaching	39	38	8,095	8,090

The number of Europeans and Anglo-Indians in European and English-teaching schools was 3,923 and 936 respectively in 1916-17 as against 3,666 and 967 in 1911-12. There are besides 189 European and Anglo-Indian pupils studying in schools for Indians and in private institutions as against 180 in 1911-12. There is thus an increase of 235 in the number of Europeans and Anglo-Indians under instruction in all classes of schools. The majority of the pupils in English-teaching schools are Goanese, East Indians, etc.

342. **Percentage to population.**—The population of Europeans and Anglo-Indians is 41,902, while the total under instruction is 4,859 which comes to 11·6 per cent of the population. "These figures, however," observes Mr. Dudley, "do not mean very much, as the name 'Anglo-Indian' is liable to be claimed by anybody with a British name who wears Western clothes. Moreover, the figures of population include European officers, business men, and others whose children are educated at home. The important fact is that practically every European child does go to school somewhere or other."

343. **Expenditure.**—The total expenditure, direct and indirect, on European institutions has risen from Rs. 6,99,907 to Rs. 11,16,413 as shown below :—

	Direct.	Indirect.	Total.
	Rs.	Rs.	Rs.
1911-12	4,94,255	2,05,652	6,99,907
1916-17	6,21,733	4,94,680	11,16,413

The growth in the indirect expenditure is due chiefly to the increased expenditure on buildings, furniture and equipment and also on hostels. Of the total expenditure, Rs. 4,36,279 or 39·1 per cent is contributed by Government, Rs. 1,450 by Municipal funds, Rs. 1,89,303 by tuition fees and Rs. 98,950 by boarding fees, while the rest is met from subscriptions, endowments, etc. Of the direct expenditure on each pupil in a European school

34·7 per cent is derived from public funds against 63·4 per cent in schools for Indians. The annual tuition fee per pupil in a European school comes to Rs. 44 as against Rs. 24 per head in an English-teaching school and Rs. 22 in an Anglo-vernacular school for Indians.

344. **Imperial grants.**—The contribution from Government funds more than doubled during the quinquennium, thanks to recurring allotments of Rs. 40,000 and Rs. 45,000 sanctioned from the Imperial grants and to non-recurring allotments of Rs. 4,50,000 and about Rs. 10,000 sanctioned from similar sources. The recurring grants were sanctioned for the following objects :—

No.	Object.	Darbar grant of Rs. 40,000.	Imperial grant of Rs. 45,000.
		Rs.	Rs.
1	Reduction of fees	4,210	6,924
2	Scholarships	500	.....
3	Orphan grants	10,990	6,636
4	Re-assesment of ordinary maintenance grants ...	24,300	.....
5	Improvement of teachers' salaries ...	.....	23,200
6	Stipends of Rs. 40 each to teachers under training in European Normal schools.	.....	6,240
7	Medical Inspection	.....	2,000*
	Total ...	40,000	45,000

345. The actual expenditure from Imperial grants during the quinquennium was as follows :—

Grant.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.
	Rs.	Rs.	Rs.	Rs.	Rs.
Rs. 40,000 recurring ...	38,129	38,939	39,735	39,980	39,980
Rs. 45,000 recurring ...	...	35,054	42,350	41,593	41,908
Rs. 4,50,000 non-recurring ...	...	10,930	1,32,960	2,18,192	41,636
Rs. 7,75,000 non-recurring ...	...	...	8,484	...	...

346. A recurring grant of Rs. 6,000 from Imperial sources was also available for the improvement of teachers' pay in English-teaching schools ; this has been fully allotted and spent.

347. The direct expenditure on English-teaching schools increased from Rs. 3,08,254 to Rs. 4,17,712, while the indirect expenditure declined from Rs. 96,704 to Rs. 87,452. On the whole, however, there was an increase of 24·7 per cent.

III.—Institutions.

348. There are 22 European schools for boys and 19 for girls. These numbers vary according to the majority of boys or girls in a school. Of these schools, 35 are mixed schools. The mixture of boys and girls occurs chiefly in the Infant and Primary section, but the Railway schools and the Scottish schools have co-education up to the highest standards. Mr. Dudley remarks that the desirability of this system has been frequently questioned. The number of English-teaching schools for boys is 20 and that for girls is 18. Of these, 25 are mixed schools. There are thus in all 79 schools, of which 32 are High, 24 are Middle, and 23 are Primary (excluding 3 Normal Classes and 3 Professional institutions). According to the religious teaching given they may be further classified into 43 Roman Catholic, 29 (including 9 Railway ones) Church of England, 6 Protestant, and 1 Jewish.

349. **Concentration.**—The question of the concentration of efforts devoted to European education has received due attention from the Inspector of

* This remains unutilized owing to the general scheme of medical inspection of school children being held up on account of the war.

European schools who reports that during the quinquennium 6 schools were closed or removed from the list of aided schools and 2 were amalgamated.

350. **Training Classes.**—There are 3 Normal Classes for women. They prepare candidates for the Secondary Teacher's Certificate Examination held by the Department, Cambridge Higher Local Examination and the Elementary and Higher Kinder-Garten Examinations. The total number of candidates in these classes was 39; of these, 32 were Europeans. There were 4 Normal Classes in 1912 and the number of candidates attending them was 42.

	Who have passed the ordinary degree.	Who have not passed the ordinary degree.	Total.
Number of students in English Training Institutions generally designed for Secondary schools.	.....	39	39

351. **Professional Institutions.**—There are 3 schools, one for males and 2 for females. The total number of students attending these schools is 47. Of these, 46 are Europeans. One of the 3 'institutions' consists of classes attached to the Young Men's Christian Association, Bombay, and of apprentices living in the Young Men's Christian Association Home, who receive technical instruction and also work in shops and firms in Bombay. The second institution consists of similar classes for female students attached to the Young Women's Christian Association, who receive training in shorthand, type-writing, book-keeping, etc. The third institution is a school for nurses which was opened at Nasik last year and trains girls to be children's nurses. A similar class, viz., "The St. Christopher's Nursery Training School," was opened in Bombay a few years ago but it had to be closed for want of sufficient students. The Nasik institution has taken its place.

352. **Hostels.**—There are 28 schools—9 for boys and 19 for girls—which have hostels or boarding houses attached to them. Of these, 22 are European and 6 English-teaching schools. The total number of boarders living in hostels was 2,324; of these, 821 were boys and 1,503 girls. 546 boarders received Orphan grants amounting to Rs. 58,819. The total amount of boarding fees collected during the year was Rs. 1,21,060. The total expenditure on account of these boarding houses was Rs. 2,43,864. This expenditure is exclusive of messing charges. The average cost per boarder was Rs. 8-11-11 per mensem.

353. Schools with arrangements for boarders are able to exercise far more influence on the pupils than ordinary day schools. The conditions of home life in India are rarely satisfactory. According to the Inspector, parents, especially in railway centres, usually give way to their children and frequently encourage them to think lightly of school discipline. The food supplied in most boarding schools is simple and on the whole suitable, though Mr. J. Nelson Fraser, who was supplied with specimen dietary tables, is of opinion that curry eating and tea drinking are carried somewhat to excess. But, adds the Inspector, a boarding school that did not provide curry and rice every day in some form or other would soon be depleted of boarders.

354. The total indirect expenditure, which was incurred chiefly on buildings, amounted to Rs. 30,305; of this sum Government grants amounted to Rs. 23,605, and Rs. 6,700 were contributed either from subscriptions or other sources.

IV.—Special features.

355. **The Code.**—During the quinquennium the Code of Regulations for European schools was amplified by the addition of a syllabus in Commerce, and Schedule C of the Grant-in-aid Code which prescribes the course of studies for English-teaching schools was thoroughly revised. The latter is now in full working order. Nature study is a prominent feature, but the paucity of teachers competent in this subject causes difficulty. The Inspector speaks of a teacher asking questions about a card-board cat under the impression that that was Nature study. The Drawing and Hand-work in the Infants' section

of English-teaching schools is still in a very rudimentary state, chiefly (it is reported) because teachers have no notion of what to do or how to do it, or of the part which these subjects play in the development of the child mind.

356. **Examinations.**—According to the rules of the Code three kinds of examinations (High, Middle and Primary) are held by the Department every year and scholarships are awarded in each. Of these, the High School Examination is also a School-leaving Examination. A proposal to replace these examinations by the Cambridge Junior and Senior Local Examinations which are popular in this Presidency has not yet been decided. There has been much correspondence on the subject, in which the arguments for and against have been exhaustively set forth. An important feature of the Bombay scheme was to abolish Primary Scholarships altogether and to increase the number and value of Middle and High Scholarships, calling them Junior and Senior Scholarships respectively in view of their being given on the results of the Cambridge Junior and Senior Locals.

357. The results of the Departmental Examinations are as follows :—

	1911-12.		1916-17.	
	Appeared.	Awarded scholarships.	Appeared.	Awarded scholarships.
Primary Scholarship examination ...	20	7	24	7
Middle Scholarship examination ...	19	7	15	6
High Scholarship examination ...	28	3	34	3

Though the number of pupils appearing at these examinations shows an increase, except in the Middle scholarship test, the general tendency is towards the Cambridge Local Examinations which are becoming more and more popular.

358. The results of the Cambridge Locals for 1911-12 and 1916-17 are as follows :—

Cambridge Locals.	1911-12.		1916-17.	
	Appeared.	Passed.	Appeared.	Passed.
Higher	3	3	14	7
Senior	35	12	118	55
Junior	71	42	153	64
Preliminary	68	40	159	87
Total ...	177	97	444	213

359. Besides these examinations, schools send pupils in for the Matriculation and School Final Examinations also. In March 1916, 140 and 93 respectively appeared and passed at the Matriculation and 20 and 13 at the School Final. All the latter were from English-teaching schools.

360. **Scholarships.**—There are three kinds of scholarships, viz., Primary, Middle and High. They are awarded on the results of examinations held by the Department. The Primary scholarship is of the value of Rs. 8 per mensem, Middle of Rs. 12 per mensem, and High of Rs. 20 per mensem. During the year under report there were 20 scholars holding Primary scholarships, 8 holding Middle scholarships, and 11 High School scholarships. High School scholarships of 3 scholars were increased from Rs. 20 per mensem to Rs. 40 or 30. The total amount spent for the purpose during the year was Rs. 5,838. The State Scholarship of £200 a year awarded by the Government of India fell to the share of this Presidency in 1914. It was awarded to Mr. P. A. Gasper, Assistant Master, Bishop's High School, Poona.

361. **Manual Training.**—Drawing is taught in almost all the schools. In addition to this, arrangements have been made for Carpentry in the Byculla

Boys' School and the Scottish High School. Needle-work, Cookery, Dress-making, etc., are chiefly taught in the Byculla Girls' School, the Queen Mary High School, Girgaum, St. Joseph's Convent, Panchgani, and St. Joseph's Convent, Bandra. No Sloyd work is introduced in European or English-teaching schools. Carpentry has been tried for a time at the Scottish Orphanage and the Jacob Sassoon High School, but Mr. Dudley reports that it has proved a failure owing to lack of a suitable teacher. Practical Domestic Science has been to a large extent shelved, owing to the impossibility of organising it without a full-time Government Inspectress, but Cookery is successfully taught at the Panchgani Convent and the Byculla Girls' School.

362. **Religious and moral instruction.**—Religious instruction is given in all European and English-teaching schools either by the teachers themselves (wherever there are religious teachers on the school staff) or by Chaplains stationed at different places. Mr. Dudley observes :—

"Moral instruction is not divorced from religious instruction, as almost all the schools are Christian schools. The non-Christian pupils, however, share with the Christian pupils the moral influences which are always at work in the daily life of the school, such as the discipline of the class-room and of organised games. The Boy Scout System and the Girl Guide System show some increase. These systems are peculiarly British, emphasizing as they do the practical applications of honour, fair play, kindness, self-help, etc., without any deep concern with the underlying spiritual or moral bases. They might be described as practical Christianity with a flavour of the Jungle Book thrown in. They are confined chiefly to Protestant schools."

363. **Physical training.**—The boys' schools chiefly rely on games, and in Bombay there is plenty of inter-school competition in cricket, football, hockey and athletics. Cadet Corps are also in a flourishing condition in most schools. The girls' schools also play games. In Bombay, the Girls' Schools Athletic Association has given an impetus to sports and also to tennis, bad-minton, and basket-ball. St. Mary's, Poona, has cricket matches and other competitions between the school and the Normal Class students. Swedish drill is universal in all Primary schools and it is continued later where possible. But unless it is done every day it is not of much use. Mr. Dudley thinks that the practice of drilling in large squads of 50 to 100 boys as seen at St. Xavier's, Bombay, St. Stanislaus', Bandra, and Antonio da Silva's, Dadar, is of doubtful utility.

364. **Grants-in-aid.**—Ordinary grants are given to both European and English-teaching schools at the same rate, i. e., at one-third of the total admissible expenditure or one-half of the local assets, whichever is less. These grants have been found inadequate in many cases but some relief has been afforded through the supplementary grants, payable partly from Imperial and partly from Provincial funds.

365. The grants of almost all English-teaching schools were re-assessed and fixed from the additional Provincial grant of Rs. 28,500, sanctioned during the year 1914-15 for improving the condition of these schools. This amount, however, was not sufficient to meet all the demands of these schools. In addition to this grant an Imperial grant of Rs. 6,000 is available for payment of supplementary grants. These grants are mainly spent by the managers on improvement of salaries. But some of the schools are badly in need of an increase. They complain that though they have increased their expenditure by perhaps 50 per cent their grant remains stationary.

366. Grants of Rs. 8 per mensem are given for orphans and destitute children. About 400 pupils received aid during the last year from the ordinary allotment sanctioned for the purpose. In addition to this, a total grant of Rs. 17,626 was also available for expenditure on this head out of the Darbar and Imperial grants of Rs. 40,000 and Rs. 45,000 and about 163 pupils received aid from the above sum. A monthly grant up to a maximum of Rs. 3 is paid for a free day scholar. The total expenditure on this account amounted to Rs. 978-5-11 (ordinary allotment) and Rs. 1,969-7-2 (Darbar and Imperial grants). In the proposals in connection with the Simla Conference it has been suggested to increase the rate of the grant given for boarders from Rs. 8 to Rs. 12 with the extension of the age-limit also. The proposal has been laid aside owing to the financial situation.

367. Cadet grants are given at Rs. 6 a year for each efficient and Rs. 8 for each extra-efficient. The total expenditure on this head was Rs. 3,382.

368. Building grants are paid at one-half or two-thirds of the total expenditure in the case of European schools and at one-fourth of the total expenditure in the case of English-teaching schools. But under certain conditions Government have undertaken to pay a grant at one-half rate for a building to be used by the primary section of an English-teaching school. Special grants for furniture, apparatus, etc., are also given to European schools at one-half rate and at one-third to English-teaching schools. Out of the non-recurring Darbar grant of Rs. 4,50,000 for grants for buildings, furniture, apparatus, etc., full grants have been paid to certain European schools for the purposes mentioned above.

369. **Teachers and training.**—The total number of teachers in European and English-teaching schools was 764 (excluding 15 serving in special schools) as against 693 in 1912. Of these, 286 were trained, 168 being in European schools and 118 in English-teaching schools. These figures show an increase over those returned in the last quinquennial report; still the lack of trained teachers is keenly felt. This is due to the fact that the profession of teaching is not so attractive as other professions; besides, there is not a sufficient number of training institutions. The three Normal Classes in this Presidency prepare women teachers only, while there is no training class for male teachers. The scheme for a joint Male Training College at Ootacamund for Bombay, Madras and Burma has been shelved indefinitely owing to the war. During the year 1916-17, 22 teachers appeared for the Secondary Teacher's Certificate Examination, of whom 16 passed. This examination is hardly suitable for European schools, but it is difficult to do anything unless funds are forthcoming.

370. The following table gives the average pay of teachers in European and English-teaching schools :—

Kind of employment.	No. of teachers in public institutions which are not managed by Government.	Average pay in Rs. to one place of decimals.			
		In Colleges.	In Secondary schools.	In Primary schools.	In other schools.
Board	.....	...	...	...	...
Municipal	.....	...	...	...	...
Private	779	...	86·14	...	108·28
	779	...	86·14	...	108·28

371. European schools, especially Roman Catholic schools, have felt the stress of the war in a peculiar degree as all alien teachers have been either interned or repatriated by orders of Government. The number of the schools thus affected is 16 and that of the teachers interned or repatriated is about 46. The authorities concerned did their best to get substitutes to fill their places, but found much difficulty in obtaining suitable men. In some cases lay teachers were employed instead of the displaced ecclesiastics. Government sanctioned a special grant of Rs. 10,000 for extra expenditure on account of substitutes, but for two years only. They sanctioned also a special grant of Rs. 20,400 on the representation made by Father Hull of the Jesuit Mission; but that grant too was non-recurring, i. e., for the year 1916-17 only.

372. **Provident funds and pensions.**—Teachers in all the Railway schools contribute to the Railway Provident Fund. In addition to these schools, the Managing Committee of the Bishop's High School and of St. Mary's High School, Poona, have started a provident fund scheme for their teachers, who contribute towards the fund at 6¼ per cent. of their salary to which half of the amount of contribution is added from school funds. No other schools have made similar arrangements. But if the scheme for a Provident Fund for all aided schools, now before Government, is sanctioned, teachers therein should certainly benefit

373. **Inspection.**—At the end of 1912-13 the Central Provinces were separated from the charge of the Inspector of European schools, of which they formerly formed part. This arrangement has relieved him of the trouble and inconvenience entailed by the inspection of about a dozen schools scattered over a wide area, and left him free for his work in the Presidency.

374. **Schools and parents.**—Practically every school has an annual prize-giving or entertainment of some sort, to which all parents are invited. Specimens of work done are in some cases displayed on the walls and parents are impressed thereby. Many schools also send progress cards weekly, monthly or bi-monthly to the parents and they are required to sign them. Others have printed enquiry cards which are sent when a pupil is absent without explanation. It is, however, a curious thing that there is only one school in the Presidency, viz., the Karachi Grammar School, where parents are recognised as having some right of control, as a class, over the government of a school. In this school they have the right to elect one member of the governing body.

CHAPTER XIV.

EDUCATION OF MUHAMMADANS.

I.—General.

375. **Main events of the quinquennium.**—Among the special measures adopted for the advancement of Muhammadan Education during the quinquennium may be mentioned: (1) the creation of special posts of the Inspectress of Urdu Girls' Schools and the Deputy Inspector of Urdu Boys' Schools in the Central Division and of the Deputy Inspector of Mulla Schools in Sind; (2) the establishment of the Urdu Training Class at Ahmedabad and of the Central Urdu Girls' School at Poona; (3) the formation of the Urdu Text-Book Committee; and (4) the appointment of special committees for investigating the problem of Muhammadan Education in the Presidency proper and in Sind.

II.—Progress during the quinquennium.

376. **Muhammadan population.**—The Muhammadan population of the British districts of this Presidency is 4,027,178 out of a total of 19,683,249, i. e., it is 20·5 per cent or one-fifth of the total.

377. **General increase of pupils.**—The number of Muhammadans under instruction in British districts is 149,672, while that reported in 1911-12 for British and Native State territory combined was 182,472. As it is not possible to separate from the latter figures those for British districts, it will be better, for the purposes of comparison, to take combined figures for British and Native State territory for the year 1916-17 as well. These are 202,041, i. e., 19,569 or 10·7 per cent more than in 1911-12. This does not compare very unfavourably with the 12·9 per cent increase noticed in the case of pupils of all classes in the Presidency.

378. The proportion of Muhammadans at school to the total number of pupils of all creeds at school (in British districts) is now 19·2 per cent, which very nearly approximates to the percentage (20·5) of the Muhammadan population to the whole population.

379. The numbers attending public and private institutions in both British and Native State territory are shown below:—

	1911-12.		1916-17.		Increase or decrease per cent for boys and girls together.
	Boys.	Girls.	Boys.	Girls.	
Public institutions ...	117,430	22,034	132,226	27,377	14·4
Private	29,352	13,656	28,695	13,743	− 1·3
	146,782 + 35,690 = 182,472		160,921 + 41,120 = 202,041		10·7

In the Central Division the number of Muhammadans attending private institutions shows a large decrease, from 8,169 in 1911-12 to 3,374 in 1916-17, indicating a general tendency among the parents in that Division to prefer public institutions of secular education to private ones of a religious character. In the Northern Division, however, the Inspector reports that the Arabic and Koran-teaching schools, of which Surat alone claims 80, continue to hamper the progress of Urdu Schools. Efforts are being made there to associate secular with religious instruction by getting Moulvis to introduce the teaching of the three R's; but the results have not been conspicuous. As regards Sind, Mr. Hesketh doubts whether the best method of developing primary education in rural Sind lies in the expansion of Local Board Schools. He would prefer encouragement of the Mulla agency.

380. The increases in public institutions are shown below: —

Class or institution.	Number of Muhammadan pupils in		Percentage of increase.
	1911-12 (for both British and Native State territory).	*1916-17* (British + Native States).	
Arts Colleges ...	146	157 + 63 = 220	50·6
Professional Colleges ...	37	58 + 0 = 58	56·8
Secondary schools ...	5,543	4,992 + 2,015 = 7,007	26·4
Primary schools ...	132,986	118,951 + 32,193 = 151,144	13·7
Special schools ...	752	890 + 284 = 1,174	56·0
Total ...	139,464	125,048 + 34,555 = 159,603	14·4

381. Though these figures are generally satisfactory, they are still low when compared with those of all creeds, as shown by the following table:—

Class of institution.	Percentage of Muhammadan pupils to the total number of pupils of all creeds in various classes of public institutions.	
	1911 12.	1916-17.
Arts Colleges	3·9	3·9
Professional Colleges	2·9	3·1
Secondary schools	7·4	7·5
Primary schools	17·5	17·6
Special schools	13·4	11·2

These figures will clearly indicate that the Muhammadans as a community are still very backward in secondary and collegiate education; though signs are not wanting to show their growing interest in the matter; e. g., at the B.A. and B.Sc. Examinations of the University 32 candidates passed in 1916-17 against 15 in 1911-12; while 2 passed the M.A. in both the years. Further, the number of students in secondary schools increased by over 25 per cent and that in arts and professional colleges by over 50 per cent.

382. **Comparison with other communities.**—The following table shows the percentage of Muhammadans to the total population in the different Divisions and the percentage of Muhammadan pupils to all pupils in public institutions:—

Province.	Percentage of Muhammadan population to total population.	Percentage of Muhammadan pupils to total of pupils of all classes in public institutions in	
		1911-12.	1916-17.
Central Division	7·3	11·5	12·8
Northern Division	9·4	12·4	12·3
Southern Division	8·3	13·1	13·3
Sind	75·6	48·6	45·5
Aden	80·2	67·2	68·7
Kathiawar	13·1	17·1	12·5
Average ...	18·1	16·6	16·5

With the addition of pupils in private institutions, the total percentage would be 1·94 as against 1·98 per cent in 1911-12. These figures are for both British and Native State territory.

III.—Muhammadans in ordinary institutions.

383. **Special concessions.**—The Muhammadans are encouraged in the matter of education by the offer of fee-exemptions, scholarships, and liberal admission to the Government primary training colleges; by the provision of boarding schools at suitable centres and of special curricula.

384. **Fee-exemptions and scholarships.**—The number of free-studentships ordinarily allowed in district local board and municipal primary schools is 15 per cent of the total number on the rolls. Half of these are assigned to advanced classes and half to backward classes with whom Muhammadans share equally the concession allowed. This limit can, however, be raised in any case where necessity is shown, on the recommendation of a municipal or district local board and with the sanction of the Educational Inspector. Accordingly, the exact position in different places varies with the special needs of the locality. It may, however, be stated in general that fee-exemptions are liberally allowed to Muhammadans in all places. While in some districts the remission allowed is full, in others it is partial. It is reported from the Northern Division that owing to the apathy of parents even the concessions allowed are not fully availed of. In aided primary schools 20 per cent free studentships are allowed. In secondary schools the percentage of free-studentships allowed is 15 per cent, of which one-half are allotted to advanced classes and the other half to backward classes, among whom Muhammadans are included and with whom they share the concessions allowed on equal terms. No free-studentships are allowed in Government arts and professional colleges except in the case of those students who are poor and are also college scholars.

385. A few special scholarships varying in value from Re. 1 to Rs. 5 per mensem are also given by several district local boards and municipalities, e.g., in the Central and Southern Divisions, with the object of inducing pupils to complete the vernacular course. They are generally awarded in standards higher than the fourth. The Inspector, Southern Division, reports that they have not proved attractive and have failed to yield tangible results. To encourage promising Muhammadan students to study at the secondary schools two Middle School scholarships are awarded every year in each district to Muhammadan candidates. The Kazi Shahabuddin scholarships of the value of Rs. 5 per mensem are also allotted to some districts. In Sind, a special system of scholarships for Muhammadans studying in secondary schools has been devised since 1915-16, involving an expenditure of Rs. 20,000 from Provincial revenues. Mr. Hesketh reports that 'there is an educational ladder on a small scale for Muhammadans.' After attending the local Mulla schools for a few years, they may obtain a small scholarship of Rs. 3 per mensem. After passing standard IV a clever boy may win a secondary scholarship of Rs. 150 per annum which will carry him to the end of his school career, provided of course that his progress and conduct are satisfactory. Afterwards, he stands a chance of one of the scholarships founded at the D. J. Sind College by the Khairpur State and by different district local boards. As a result of the recommendations of the special Sind Muhammadan Education Committee the system of secondary school scholarships instituted in 1915-16 has recently been revised and considerably extended and will come into force very shortly. In addition to the above, seven scholarships are awarded by the University from the income of charitable endowments received for the purpose. They are tenable for one year and their value ranges from Rs. 150 to Rs. 300 per annum. Five are given on the results of the Matriculation Examination.

386. **Hostels.**—In the matter of admission to the hostels attached to the Government high schools and training colleges, Muhammadan students are treated on equal terms with students of other communities. Separate kitchens are provided wherever the number of Muhammadans is large enough and the accommodation available sufficient to admit of such an arrangement, e.g., at Poona, Dhulia, Satara, etc. Hostels are also attached to the district local

board central Urdu schools at Nasirabad in East Khandesh and at Tankaria in Broach. Residential arrangements are also provided at the Anjuman-i-Islam High School, Bombay, and the Sind Madressah-Tul-Islam, Karachi. The former is aided by Government; while the latter is aided by Government and all the district local boards and the larger municipalities in Sind and is reported to be excellently managed by a European Principal.

387. **Curriculum.**—On the language question, viz., that of Urdu versus the local vernacular, which has been agitated in certain parts of this Presidency since 1908, Government have recently declared as follows:—

"There are not, except perhaps in Bombay City, sufficiently reliable data for holding that for practical purposes Urdu is the mother-tongue of the majority of the Muhammadan community in any division of the Presidency. It must also be remembered that the difficulties which would be created by having Urdu as the sole medium in the primary schools for Muhammadans would be most actually felt by the very people for whom these schools are largely intended, viz., the masses of the Muhammadan community who are likely to seek in after life positions in the subordinate service under Government or to engage in mercantile and other avocations in the districts; in the case of these persons the vernacular of the district would necessarily be neglected if Urdu were made the only medium of instruction in all subjects, with the inevitable and universally admitted consequence that the members of that community living in the mofussil would be placed at far greater disadvantages than now, not only so far as their own prospects in life were concerned, but also with regard to their usefulness as citizens. For these reasons His Excellency the Governor in Council has come to the conclusion that the local vernacular should be restored to its old position as the medium of instruction in the primary schools for Muhammadans, except in those cases where there was unimpeachable evidence to show that the children attending the schools habitually speak Urdu at home and cannot understand the local vernacular sufficiently well to be taught in and through that medium. At the same time Government are anxious that even in the majority of the primary schools for Muhammadans provision should, so far as may be practicable, be made for imparting an elementary knowledge of the Urdu language to those boys whose parents desire them to have a knowledge of that language for their religious, as distinguished from secular, needs. Urdu should, therefore, be included as an *optional* second language in the curriculum of studies for the primary schools for Muhammadans and local bodies will be expected to make the necessary arrangements for teaching that language in these schools whenever there is a sufficient number of boys whose parents desire them to learn it."

These orders regarding the language question involve the preparation of a new set of standards for use in the vast majority of primary schools for Muhammadan children in supersession of the Urdu standards sanctioned in December 1913, the latter being in future restricted to those few schools where Urdu is unavoidably made the medium of instruction. Thus, the quinquennium has been a period of repeated change. While during the early part of the period the local vernacular occupied the position of the medium of instruction and Urdu that of a compulsory second language, the position was almost reversed during the latter part by the adoption of Urdu as the medium of instruction and the relegation of the local vernacular to the rank of an optional second language. The position is again reversed by the recent orders. The Deputy Inspector of Urdu Schools, Central Division, remarks that the Urdu standards of 1913 were first received with delight, but this delight was destined to be short-lived; for "within a short time of the introduction of these sweeping changes practical difficulties asserted themselves. * * * The question is whether the standards, as they are, can safeguard the practical interests of the Muhammadans. My own opinion, based on experience, is that they stand greatly in need of modification. They are open to the objection that in them no account is taken of the conditions which prevail in rural areas, and the requirements of the rural population. * * * There is another very serious objection raised against them; Marathi, the recognised vernacular of the Division, finds a most insignificant place in them. It is made optional. * * * * * It must also be borne in mind that nearly three-fourths of the members of the community have to carry on the struggle for existence and to strive to rise in life. Here also the ignorance of Marathi will act as a serious handicap. A knowledge of Marathi will secure for Muhammadan youths wider openings in the lower grades of the public service and facilitate their entrance into private firms. Fettered as they are by their surroundings it is but inevitable that the Deccan Muhammadans should be bilingual. These considerations * * * point to the necessity of making Marathi obligatory, instead of leaving it to the option of

parents. * * * * * *". In the Northern Division, the Urdu standards are considered to be too stiff and unsuitable and the enforced study of Urdu as the sole medium of instruction is said to have raised a storm of disapproval. These new standards are, it is reported, not in force in any of the Urdu schools in Bombay. The syllabus followed by them is the one adopted by the Municipal Schools Committee. The report from the Southern Division is couched in different terms and seems to show that the Urdu standards are becoming popular everywhere except in the Konkan districts of Ratnagiri and Kolaba.

IV.—Special institutions for Muhammadans.

388. **Ordinary institutions specially designed for Muhammadans.**—Several ordinary institutions specially designed for Muhammadans are provided in this Presidency. Among these are the district local board and municipal Urdu primary schools for Muhammadan boys and girls; the central Urdu primary (boarding) schools at Nasirabad in the Central Division and Tankaria in the Northern Division; the Urdu Training Class at Ahmedabad; the Central Urdu Girls' School at Poona; the Anglo-Urdu middle school in Poona Camp, the Anjuman-i-Islam High School, Bombay; the Madressahs at Karachi, Naushahro, Pithoro, and Larkana in Sind.

389. The number of Urdu Schools and classes for both boys and girls in the different Divisions are as follows:—

1916-17.	Northern Division.	Central Division.	Southern Division.	Sind.	Total.
Schools and classes	146	344	284	11	785
Pupils	11,597	27,349	16,021	911	55,878

The Inspectress, Urdu Girls' schools, Central Division, reports that since she took charge of her appointment on May 1st, 1913, the total number of Urdu Girls' schools in her Division has increased from 41 to 79 and the number of Muhammadan girls attending them from 4,496 (in 1911-12) to 8,441.

390. The Local Board Urdu Boys' School at Nasirabad in East Khandesh has a hostel attached to it, which admits 14 boarders. It prepares them for the Vernacular Final Examination. The stipend of Rs. 5 given at this hostel has recently been raised to Rs. 6. The Local Board Central Urdu Boys' school of a similar type at Tankaria in the Northern Division takes 15 boarders, teaches standards VI and VII and prepares them for the Vernacular Final and Training College Examinations. Since the opening of the school in 1905, 63 students have passed the Vernacular Final Examination and 38 have gained admission into the Training College for Men at Ahmedabad. Of the latter, 5 have obtained the third year, four the second year and 15 the first year training certificate.

391. To increase the supply of Urdu teachers an Urdu Training Class was attached to the P. R. Training College in 1914 as an experimental measure. Muhammadans were admitted to the class on easy terms, those possessing only an elementary knowledge of Urdu with a Vernacular Final Examination certificate in Gujarati being allowed admission. In 1914, out of 12 scholars none possessed the Urdu Vernacular Final certificate; in 1915, out of 35 only 3 held the certificate; and in 1916, out of 37 candidates 22 had it. On March 31st, 1917, the Urdu Class had 31 students, of whom 21 held the Vernacular Final certificate. No student holding the Urdu certificate is subjected to any entrance test. In the course of the last three years the Urdu Class has turned out 83 first year trained teachers, of whom 53 belonged to the Northern Division, 8 to the Central and 9 to the Southern Division, and 13 to the Bombay Municipality. The Central Urdu Girls' School at Poona is a Government School. It is placed under the direct control of the Inspectress of Urdu Girls' Schools, Central Division. It was opened in 1913 with 20 students and has now 101 girls on its rolls. A hostel is provided, in which 9 students reside. They are each given a stipend of Rs. 9 per mensem. Seven day students are also given Rs. 4 per mensem each. The school

teaches the ordinary course for Urdu girls' schools consisting of six standards.

392. The Anglo-Urdu middle school in Poona Camp has two sides—Gujarati and Urdu—and teaches the ordinary Anglo-vernacular course from standard I to standard V. The Anjuman-i-Islam High School, Bombay, and the Madressah-Tul-Islam, Karachi, are large aided institutions receiving special grants of Rs. 6,000 and Rs. 10,320 respectively per annum from Provincial funds. Both these institutions have primary and secondary branches. The Madressahs at Naushahro, Pithoro and Larkana in Sind are for secondary education only.

393. **Indigenous schools of special studies.**—As regards the *Mulla* schools in Sind Mr. Hesketh observes :—

" It is not necessary to discuss the history of Mulla schools in detail. It would be mainly an account of successive efforts to subsidise the Mullas to induce them to give efficient and secular instruction in their schools. In spite of these efforts a number of educational officers were doubtful whether these schools would ever play an important part in the general scheme of education. My own feeling was that the time had come to 'end them or mend them,' 'to end them,' that is, by ceasing to recognise them as institutions for secular education. At the same time, I realised that with an Inspecting agency comprised mainly of Hindu officers we were not likely to get the best out of the schools. This is not intended to imply any criticism of the inspecting officers. I therefore proposed three years ago the appointment of a special Deputy Educational Inspector for Mulla schools with two assistants in the Nawabshah district as an experimental measure. The success attained led to the appointment being made permanent and to the addition of the Hyderabad district to his charge, another assistant being given. I have just spent over a fortnight touring with Mr. Abdul Haq, the Mulla Deputy, and have seen Mulla schools of all sorts—good, bad and indifferent. I have been struck, however, by the remarkable superiority in the general quality of these schools compared with those in other districts. Several of them were quite up to the level of local board schools as regards work, and what is even more extraordinary, considerable attention is devoted to sports, e. g., tug-of-war, running, jumping and cricket of a somewhat rudimentary type. I feel convinced that they are capable of expansion and improvement, and that by their aid a definite advance may be made in the development of primary education among the Muhammadans, who form more than three-quarters of the rural population. During the two years 1914-15 and 1915-16, the number of Mulla schools in the Nawabshah district increased by 35 per cent, of pupils by 55 per cent, and the grants awarded by 50 per cent."

394. The greatest number of *maktabs* (about 100 with 5,000 pupils) is in Bombay where almost every large mosque has a *maktab* attached to it. They owe their existence largely to the charity or bequests of pious Muhammadans who look upon their maintenance as a religious obligation. Elsewhere they are maintained from funds raised by subscription. But as the managers are not bound to submit returns on account of them, the number either of schools or of the pupils attending them cannot be definitely ascertained. The curriculum in a large majority of these schools comprises the parrot-like reading or repetition of the *Koran* or the learning of it by rote and a little Urdu reading and writing—in some a little arithmetic also. Various kinds of inducements are offered by the managers to attract pupils ; such as exemption from fees and the free distribution of books, paper, clothing and sweets. It is for these inducements, it is reported, that poor parents prefer these *maktabs* to the more efficient municipal or local board schools. Efforts have been made to induce the managers to apply for registration but they are reported to be impatient of outside control.

395. *Madressas* are more advanced institutions. The course comprises the Urdu translation of the *Koran, Hadis* (the traditions of the Prophet), *Tafser* (the commentaries on the *Koran*), Arabic grammar, and a little Persian and Urdu. The teaching proceeds on traditional lines in both *maktabs* and *madressas* and is reported to be such as will hardly fit the pupils for the life they have to lead.

V.—Miscellaneous measures.

396. One of the greatest obstacles to the progress of Muhammadan education is, as has often been reported, the paucity of Muhammadan youths willing to continue longer at the primary school with a view to being trained for the teaching profession. But the position in respect of qualified teachers is not so disappointing as it is often represented to be when it is compared to that of

Hindu teachers. This will appear from the following figures. The total number of Hindu and Muhammadan teachers in primary schools is respectively 19,792 and 3,086. Of these, 88·3 per cent and 70·7 per cent respectively are qualified; of the qualified teachers, 14·4 per cent of the Hindus are first year trained, 16·4 per cent second year trained, and 15·6 per cent third year trained; while among the Muhammadans the corresponding percentages are 15·1, 13·5 and 17·3, which do not at all compare unfavourably with those for Hindus.

397. **Training facilities.**—In addition to the special First Year Urdu Training Class at Ahmedabad opened in 1914, facilities for training are provided for Muhammadan teachers also at the Divisional Training Colleges. Out of a total of 1,234 stipendiary students in the Government Training Colleges in the Presidency in 1916-17, 182 were Muhammadans. In the matter of admission they are shown considerable leniency and the rigidity of the entrance test generally applied is specially relaxed in their favour.

398. **Employment in educational posts.**—In the Collegiate branch of the service, one professorship and one lecturership in Persian are held by Muhammadans out of three such posts in all. One assistant lecturership in Persian is also held by a Muhammadan out of two such posts. In the Government High and Middle Schools all the Persian teacherships are held by Muhammadans and two of the head masters also are Muhammadans. In the inspecting branch, there is generally a Muhammadan Assistant Deputy Educational Inspector for each district to promote the cause of Muhammadan education and safeguard Muhammadan interests. Out of a total of 115 Assistant Deputy Inspectors 25 are Muhammadans. Among 31 Deputy Inspectors 5 are Muhammadans.

CHAPTER XV.

THE EDUCATION OF BACKWARD CLASSES.

I.—General.

399. The classes dealt with in this chapter are (i) aboriginal and hill tribes, (ii) depressed classes, and (iii) criminal tribes.

II.—Aboriginals.

400. The aboriginals include Bhils, Kolis, Dublas or Talavias, Varlis, Thakurs, Katkaris, Dhodias, Naikdas, Vagris, etc. They live generally in more or less remote parts and stand aloof from the life of the urban and more flourishing rural communities. Their language, manners, habits and customs, all differ widely from those of the generality of the people. Hence, their education presents difficulties of a special character. The various means employed to meet or mitigate these difficulties will be described presently.

401. The numbers of aboriginal and hill tribe children attending all classes of schools in the different Divisions are as follows :—

	Northern Division.	Central Division.	Southern Division.	Sind.	Total.
1911-12	14,353	3,478	930	32	18,793
1916-17	14,679	4,723	1,486	18	20,906
Increase or decrease per cent.	2·3	35·4	59·8	− 43·7	11·2

Of the number in the Central Division, 8 are in secondary schools, 2 in training colleges, 9 in industrial schools, and 3 in reformatory schools. The number reported from Sind refers to that in the special school for Hurs at Sanghar where the attendance is reported to have dwindled from 32 to 18 owing to the distribution of the Hurs among a number of settlements. The Inspector explains that the Hurs are not a tribe, strictly speaking, but a 'Union' or brotherhood, among the followers of the Pir of Khingri. As regards the schools for wild tribes in the Mokhada Peta of the Thana District, the Inspector observes as follows :—

"During the last cold weather I spent a fortnight in the Mokhada Peta of the Thana District, where the system recommended by Mr. Orr is being followed. The same system is also applied to the few wild tribe schools in other talukas of the district. Altogether there are 32 schools of the kind in the district. I find that this number has remained practically stationary during the quinquennium, while the number of pupils has fallen by about 240. This has happened in spite of the efforts of the Revenue and Educational officers and the distribution of the usual rewards for promoting the spread of education among the people. The conclusion, therefore, seems to be that, as things stand, no further development on a large scale or much increase in numbers is likely to take place in the next five years. The schools have, however, done considerable good to the people, who are not now so lawless or wild as formerly and are slowly appreciating the use of some education to their children. But it seems to be desirable that the people and the boys should now be brought into contact with a better class of teachers in order that the advance in education and the improvement among them may be greater. Mr. Orr insisted upon the appointment of masters of the same castes as the people, but I think that these men have now done what they could and it does not appear possible for them to exert much more influence on the people. I am, therefore, going to make the experiment of appointing a few capable teachers from advanced classes in two or three selected schools and watch the result of the step. The men selected will be second or third year certificated teachers. They will be given a special allowance and will be appointed for three years. They will be so posted that they can see each other occasionally or call for each other's assistance in times of sickness or other difficulty. They will also be given special promotion if they are successful. I think that the time is ripe to make the experiment. Although the Mokhada scheme has been in working order for nearly 13 years, there is little improvement in the pronunciation of the boys, their writing is poor, and their understanding is not properly developed. I have, therefore, come to the conclusion that in order to secure further development a better class of teachers must be appointed."

The Inspector, Central Division, also notes the failure of Koli teachers in the Akola Dangs in the Ahmednagar district to make any impression on either pupils or parents and their tendency to take advantage of their distance from head-quarters and remain absent from school.

III.—Depressed Classes.

402. The depressed classes comprise Dheds, Mahars, Mangs, Chamars, Bhangis, Khalpas, etc. Unlike the aboriginals and hill tribes, these classes live in populated parts and follow their avocations in the midst of the people of other higher classes. The obstacles in the way of their educational advancement were thus described by the late Mr. Sharp :—

"The circumstances which chiefly militate against their progress in education are caste prejudices and extreme poverty. The former can only be removed by time; the latter makes the services of the children indispensably necessary to their families at an early age and so cuts short their education even when any has been undertaken. In addition, the parents are often not able to see how a literary education is going to improve their children's position in the world; for instance, a literary education seems likely to make a worse bhangi and not a better one."

Moreover, many of the primary schools are held in temples and private rented houses where caste prejudices will not allow them to enter and segregation is necessary. In other schools, too, they have often to sit apart, sometimes on the verandahs, sometimes in the compound, and sometimes on the window-sill, and thus cannot receive their due share of attention from the teacher. The conditions in Sind are, however, quite different. The problem of the depressed classes is not so serious there as in the Presidency proper. The majority of the population consists of Muhammadans, who are not obsessed by any caste distinctions and are therefore more tolerant.

403. The number of schools and classes specially maintained for these pupils and of the total number under instruction in these and all other ordinary schools is shown by Divisions in the following table :—

	1916-17.				
	Schools and classes specially maintained for depressed classes.	Pupils in			Total.
		schools and classes specially maintained for depressed classes.	other public institutions.	private institutions.	
Central Division	379	8,596	8,577	134	17,307
Northern Division ...	74	2,690	3,933	1,004	7,627
Southern Division ...	119	2,937	1,983	...	4,920
Sind	4	155	516	...	671
Aden	...	...	1	...	1
	576	14,378	15,010	1,138	30,526
In European schools ...	...	...	42	...	42
Total ...	576	14,378	15,052	1,138	30,568

The total number of schools and classes is 576; and that of pupils 30,568 (against 26,204 in 1911-12). The increase of pupils during the quinquennium is 16·7 per cent. Of the 576 schools and classes, 211 are maintained by district local boards, 85 by Municipalities, and 280 by private agencies. Of the total number of pupils shown in the above table, viz., 30,568, 29,074 are studying in primary schools, 267 in secondary schools, 13 in training institutions, 76 in other special schools, and 1,138 in private institutions. Very valuable work for the education of these classes has hitherto been done by the various missions; but the activities of an indigenous body in this field are also now noticeable. The Depressed Classes Mission Society, Poona and Bombay, now maintains one Anglo-Vernacular school with 66 pupils, 5 primary schools with 454 pupils, 1 night school with 24 pupils, one industrial school with 39 pupils and one primary school with a tailoring class with 46 pupils. Besides, the Mission has 3 boarding houses, one in Bombay, one at Poona and one at Hubli. All the schools conducted by the Mission are awarded grants at the special rate of one-half of their actual expenditure. The boarding houses, too, are awarded a maintenance grant not exceeding Rs. 2,000 per annum.

IV.—Criminal Tribes.

404. The criminal tribes comprise Bhamtas, Chhaparbands, Ghantichors, Kolis, Hurs, etc. The number of children of these tribes at school is included in that of those of aboriginal and hill tribes, as there is no separate heading for criminal tribes in the statistical returns. With a view to taming these people, curing them of their criminal propensities, and leading them to peaceful and honest ways of living, Government have appointed a special officer, who has established settlements for these tribes at Bijapur, Sholapur, Gadag, Hubli, Bagalkot and Gokak Falls. The education of their children forms an important feature of the settlement work. In all the large settlements special schools have been established. There are 9 such schools with an attendance of 1,348 pupils. Of these, the school at Sholapur has been placed under the management of the American Mission. It is attended by 610 pupils. The total grant from Educational Funds for the promotion of these schools amounts to Rs. 5,500. There are no special schools for criminal tribe children in the Northern Division. There is one only for Hurs at Sanghar in Sind, which has already been referred to.

V.—Special measures adopted.

405. The special measures taken to place education within the reach of these backward classes are (*a*) exemption from fees and award of prizes and scholarships, (*b*) provision of special central boarding schools and hostels, and (*c*) special training facilities.

(*a*) The children of all these classes are admitted free. To encourage pupils to study beyond vernacular standard IV and to ensure regular attendance in general small scholarships are given. Books, slates, etc., are supplied free of charge, and after the annual examination school books, articles of clothing, etc., are distributed. Since 1912, one Middle School Scholarship of the value of Rs. 5 per mensem has been reserved for children of the depressed classes in each district of the Presidency proper in order to enable promising boys to proceed to the secondary stage. So far little advantage has been taken of these scholarships. The results seem to show that as yet these classes are too backward in education to be able to take full advantage of the benefits offered.

(*b*) Special central boarding schools and hostels have been established in areas populated by aboriginals and hill tribes. To these, promising boys from the surrounding village schools are attracted by the offer of books, slates, clothing and subsistence allowances, and prepared for the Vernacular Final examination with a view to qualifying them for service as teachers in the primary schools attended by children of their own class. There are four such central boarding schools in the Northern Division and one in the Southern Division, and five boarding houses in the Central Division. The Kalipraj Central Boarding School at Godsamba in the Surat district continues to do good work. During the quinquennium it sent up 46 candidates for the Vernacular Final Examination, of whom 43 passed—a result indeed highly gratifying: 7 boys from the school also proceeded to the Ahmedabad Training College and one of them has sent his wife for training to the Ahmedabad Female Training College. The Inspector recommends the opening of a similar institution in the eastern part of the Surat district to minister to the needs of schools in that part. The Bhil school at Dohad has also worked very satisfactorily. Since its establishment, it has passed 36 boys at the Vernacular Final Examination, of whom 28 are working as teachers. It is remarkable that head masters of both these schools are Brahmins. The school for Talavia Kolis at Diva has also good work to its credit. Since its opening in 1905, 36 boys have completed the continuation class course after passing the Vernacular Final Examination, of whom 24 are serving in schools. 47 others have also passed the Vernacular Final Examination and 12 of them are now teachers. The school for Kolis in the Mokhada Peta of the Thana district is also working on similar lines. The Katkari school at Neral in the Kolaba district teaches up to the Vth standard and also gives instruction in hand-loom weaving. It has 24 boarders. The hostel at Ambegaon in the Poona district is attached to the district local board

school there, which teaches up to the Vth vernacular standard and serves as a feeder to the hostel at Ghoda where there is provision in the local board school for teaching the full primary course. The pupils are fed, clothed, and educated at the expense of the district local board. Since the foundation of the two boarding houses in 1907, nearly 36 Koli pupils have received complete instruction, of whom 8 have passed the Vernacular Final Examination and three the second year certificate examination of the Training College for Men at Poona. As many as 16 out of the 36 Koli schools are under Koli teachers. The Bhil Boarding House at Nandurbar in West Khandesh is reported to be growing more and more popular and there is even some little competition there for admission. The number of inmates is now 24. During the quinquennium a new hostel was started for Bhil students at Kukurmunda in West Khandesh. There are now 12 inmates and a building has been purchased by the district local board for the hostel. The Koli hostel at Peint in the Nasik district has 13 boarders. Their progress is reported to be good. One boarder stood third in the Vernacular Final Examination of 1915. A sixth boarding house in the Central Division at Akola in the Ahmednagar district is contemplated. The trustees of the Sir David Sassoon Fund have made a gift of Rs. 7,000 for the hostel building. The success that has attended these central boarding schools and hostels for wild tribe children suggests the lines on which the education of all the backward classes might with advantage be developed and extended. To give a practical turn to their education provision might also be made in schools specially intended for them for instruction in hand-loom weaving, carpentry, smith's work, gardening, agriculture, etc. Proposals to this effect were made last year by the late Mr. Sharp.

406. **Industrial Schools.**—The Depressed Classes Mission maintains three industrial schools for the depressed classes.

407. **Training.**—In the Government primary training colleges candidates belonging to backward classes are always admitted, provided they show themselves likely to profit by the instruction given. They cannot, however, as yet compete directly for admission with other classes. Three depressed class candidates appeared at the last entrance examination at the Poona Training College, of whom only one could be admitted. Three out of four passed the second year's certificate examination and 5 out of 7 passed the first year's. One depressed class girl who was attending the practising school attached to the Training College for Women at Dharwar at the end of the last quinquennium came out with a third year certificate. She has been employed in the Dhed school under the Halyal Municipality in the Kanara district. One class in the Belgaum district has a Dhed woman on the staff. In the Dharwar district, seven hill tribe students appeared at the Vernacular Final Examination in 1916-17, of whom 3 passed. As regards the higher training of low caste students, Mr. Marrs observes :—

"Low caste masters with high training qualification sometimes embarrass the administration, when they become senior and entitled to comparatively high pay, as low caste schools are usually small and of a type that is generally put under a master of the lowest grade. It is, of course, impossible to put a low caste master in charge of an ordinary full primary school."

408. **General remarks.**—In August, 1915, Government reviewed at great length the measures taken in this Presidency for the promotion of education among the backward classes and issued a Press Note on the subject. This document was criticised as a magnificent *non possumus* in the Imperial Legislative Council, by the Honourable Mr. Dadabhoy who moved a resolution in the Council recommending the adoption of adequate measures for the amelioration of the moral, material and educational condition of the depressed classes. The charge that Bombay had done little for the education of the backward classes was repudiated in the Council by the Honourable Sir Claude Hill and the Honourable Mr. C. W. M. Hudson. The foregoing paragraphs show what has been actually done. But the social, economic and religious difficulties that stand in the way are, indeed, great and until these diminish, if not disappear, it is vain to expect phenomenal progress in this direction. Of these difficulties

it is perhaps the economic that most practically and directly hinder the depressed classes from reaping more advantage from improved facilities for education. If these can be removed or mitigated, progress in other directions may *ipso facto* become easier in the course of time. What seems most necessary is to put these people in the way of surmounting such obstacles for themselves, without at the same time substituting impossible or unsubstantial ideals for existing principles based upon an order of things which is the outcome of hard historic facts. The provision of merely a literary culture is not likely to achieve the desired results. It seems probable therefore that further developments will prove successful in proportion as they take the form of industrial and vocational training rather than that of extended literary instruction.

CHAPTER XVI.

EDUCATION OF DEFECTIVES.

409. The existing provision for the instruction of Blind and Deaf-mute children in this Presidency consists of 2 schools for the Blind in Bombay City with 84 pupils and 4 schools (2 in Bombay City, 1 at Poona and 1 at Ahmedabad) for Deaf-mutes with 86 pupils. The expenditure of these schools in 1916-17 amounted to Rs. 28,906, of which Rs. 5,423 was met from Provincial funds and Rs. 7,600 from Municipal funds. A special grant of Rs. 1,300 was also given in 1914-15 to the school for Deaf-mutes at Ahmedabad to enable the head master to visit similar other institutions in this country and observe and profit by the methods of instruction employed therein.

410. The total number of persons between the ages of 5 and 15 who are blind is, according to the last census, 2,594; that of deaf-mutes of similar age is 3,373. Hence, on the basis of these figures less than 4 per cent of the blind of school-going age and less than 3 per cent of deaf-mutes of the same class are provided for. Moreover, in two out of the four divisions of the Presidency no provision whatever exists, and in the other two such provision as exists is concentrated for the most part in the capital towns. The subject of the education of Defectives is at present engaging the attention of Government. Arrangements are in progress for the formation of a committee comprising not only educational officers and managers of ordinary schools but also persons specially qualified to give more or less expert opinions as well as representatives of educational and charitable societies interested in the subject. The function of the committee will be to conduct a careful and detailed investigation into the whole problem.

CHAPTER XVII.

REFORMATORY SCHOOLS.

411. There are two Reformatory schools in the Presidency—(1) at Yeravda near Poona and (2) at Matunga near Bombay. Of these, the former is maintained by Government and the latter is aided. The latter is, as usual, returned under Technical and Industrial Schools. The numbers in the two institutions are shown below :—

	1911-12.	1916-17.
Government Reformatory school ...	155	91
David Sassoon Reformatory Institution...	216	187

412. **Government Reformatory school.**—The report of the Yeravda Reformatory school for the calendar year 1916 shows that of 110 juveniles on the rolls of the school at the end of that year 60 were Hindus, 16 were of the depressed classes, 29 were Muhammadans, and 5 Christians. The districts of Poona and Karachi appear to have been the largest contributors to the school, each of these districts having sent up 7 juvenile offenders out of a total of 33 received during that year. The districts of the Northern Division are conspicuous by their absence from the list. Of the 33 admissions, 1 had five previous convictions, 1 had three, 5 had two and 7 had one; while the remaining 19 were first offenders. Of these, 7 were able to read and 26 were quite illiterate. During the calendar year 1916, 36 juveniles were discharged. Of these, 12 had learnt agriculture and gardening (over and above the ordinary primary school instruction), 13 carpentry, 5 smithy, 2 book-binding and type-setting, and 3 painting and varnishing: 1 was not put on to any industrial work as he was subject to epileptic fits. Of the 139 juveniles discharged during the years 1913, 1914 and 1915, 8 are employed in the trades learnt in the school; 7 are living with their parents; 41 are employed in mills, docks, and municipalities, or are working as engine-drivers, fitters, masons, goldsmiths, peons, warders and cart-drivers; 8 are engaged in military service: 1 is a sepoy in the 110th Mahratta Regiment, 1 went to Basra and has returned wounded, and 6 are employed as bearers in the Army; 3 have died; 3 have been re-convicted; and 69 cannot be traced.

413. To provide sufficient work for the juveniles employed in the different industrial occupations outside work from the public is undertaken, and usually sufficient work is found. Last year, however, the book-binding department ran short of work; but the situation was saved through the good offices of the Honourable Mr. G. S. Curtis, C.S.I., I. C. S., who very kindly arranged for book-binding work to be sent to the school from the Yeravda Prison Press. During the latter part of the year 1916, the school workshop undertook to prepare ammunition boxes for the Kirkee Ammunition Factory. The work done was approved by the Factory Superintendent who wrote that the boxes were well made, had good finish and were correct to dimensions.

414. For the moral and religious instruction of the pupils one hour a week is specially devoted to the reading of sermons or passages from Hindu and Muhammadan religious books, and the boys are also made to recite religious poetry every morning and evening. The Roman Catholic boys are sent to attend the Divine Service held by the Roman Catholic Chaplain at Kirkee. For the physical training and recreation of the inmates games, such as cricket, foot-ball and *atya-patya*, are allowed to be played. Gymnastics and drill are also done, and walks and sight-seeing are allowed on Sundays and holidays. The health and conduct of the boys are reported to be satisfactory on the whole. Only one boy attempted to escape during the year 1916. The boys licensed out for employment have generally proved satisfactory to the employers. No boy escaped from the custody of his employer. Of the licensees, 3 are employed as gardeners, 3 as factory operatives, and 3 on the agricultural farm started by the Criminal Tribes Settlement Officer, Bijapur.

415. The school has a Committee of Visitors (consisting of officials and non-officials) who inspect its work and hold monthly inspection meetings. The juveniles and the superintending and teaching staff all reside on the spot in the same compound.

416. **David Sassoon Reformatory and Industrial Institution.**—This institution caters for Bombay; that at Yeravda for the rest of the Presidency. Since its transfer to Matunga in October 1911, the health of the inmates is reported to have improved. The dormitories provide ample accommodation for the boys and the large compound allows excellent open space for their recreation. None of the masters or mistries, however, resides on the premises; for no quarters are available for them. The result, it is reported, is irregularity in the hours of school and workshop. The provision of quarters for the staff has been contemplated but the proposal is held over owing to the war. Other improvements have also been unavoidably postponed for the same reason, e. g., the substitution of gas light for the present unsatisfactory oil-lamps, drainage in the compound, etc. A part of the compound was filled in with good loam soil given by Government at the instance of His Excellency the Governor. The large plot has been split up into small plots, which are assigned to those boys who are keen on gardening. Of the 187 boys on the rolls of the Institution on 31st March 1917, 82 were Muhammadans, 79 Hindus, 9 Native Christians, 7 Depressed Classes, 7 Aboriginal and hill tribes, and 3 Parsis: 61 boys were admitted during the year 1916-17 and an equal number was discharged; 6 boys escaped during the year, of whom 3 were re-captured. The in-door boys are daily occupied, except on Sundays and holidays, in the workshops, classes, and garden from 10 a. m. to 5 p. m. with a hour's break in between; and 80 boys have been employed daily in the Gold Mohor Mills where they are reported to have made satisfactory progress in their work and behaved themselves well. Boys are reported to have made satisfactory progress also in their vernacular (Marathi or Gujarati), English, Drawing and in various branches of handicraft. During the past five years 29 boys passed the Government Drawing Examinations. Religious instruction is given by representatives of the various religions, and the teachers of different classes give moral and civic instruction on lines suggested by the Educational Inspector. The National Anthem is sung every morning and evening. The conduct of the boys is reported to have been satisfactory on the whole, though there were 2 serious offences for which the offenders were tried and convicted by one of the Presidency Magistrates in Bombay. Short leave of absence is granted to well-behaved boys to see their parents. As regards the employment of boys discharged from the Institution, the Chairman of the Managing Committee reports that not much trouble is found in securing their employment in mills and other places. "It is, however, not easy," he observes, "to induce them to continue in such employment. With a view to giving a helping hand to the discharged boys who are without homes to go to and are without friends and money and to save them from drifting back to the conditions and modes of life from which they were removed and rescued the Managing Committee have now established an After-Care Fund and Association." The object of the fund is to give small money doles to boys on leaving and to establish an auxiliary home for the temporary shelter and sojourn of the homeless ones among those discharged. It is intended that such boys should temporarily reside in the home until they have earned sufficient money to be able to look after themselves. The response of the public to an appeal for funds has been exceptionally good and the requisite sum of Rs. 50,000 has already been collected and invested in the Treasurer of Charitable Endowments. Voluntary workers for the various wards of Bombay City have also been appointed. They will exercise close supervision over the boys; see that they stick to their work, behave themselves well and spend their spare time healthily and honestly; and report periodically on their progress to the Secretary. Thus, it is hoped, in course of time, to collect valuable statistics regarding after-care of convicted juveniles. The Chairman, Lieutenant-Colonel Lloyd Jones, in concluding his report, expresses satisfaction that the after-care of the boys has been ensured; "for internment in a Reformatory, and punitive treatment without reformation or the chance of it, is illogical, uneconomical and useless."

417. Mr. Marrs reports that the possibility of an after-care fund in connection with the Yeravda Reformatory was considered, but as the boys of that institution come from all over the Presidency, whereas the Sassoon Reformatory

serves the town and island of Bombay, it was not clear how any fund that might be raised could be used.

418. The following table shows the careers of pupils discharged from the two Reformatory institutions during the last quinquennium :—

Name of Institution.	Number who left the institution in last five years.	Number traced.						Un traced.
		Employed.	Unemployed.	Re-convicted.	Bad characters placed under Police surveillance. (Vide Rule 117 of the Reformatory Code.)	Dead.	Total.	
Reformatory School, Yeravda.	224	160	3	11	.....	2	176	48
David Sassoon Industrial and Reformatory Institution, Bombay.	261	186	20	5	2	2	215	46
Total ...	485	346	23	16	2	4	391	94
Total for the previous quinquennium.	485	331	36	10	.....	16	393	92

The figure 224 against the Reformatory school, Yeravda, excludes 4 discharged under Government orders on their guardians having furnished a bond of security for their good behaviour; 1 transferred to the Chunar Reformatory school and 1 to the Lunatic Asylum ; 1 discharged on appeal and 1 as being epileptic.

CHAPTER XVIII.

PRIVATE INSTITUTIONS.

419. 'Private' institutions, as opposed to 'public,' are those which fall outside the departmental system and do not care to submit to departmental inspection, or to furnish statistical and other information. The number of such institutions (including Native States other than Kathiawar) was 2,695 in 1911-12 and 1,876 (in British districts alone) in 1916-17. The pupils were 64,955 and 41,119 respectively. The figures, however, cannot be taken to be reliable and must be considered to be only approximate. These institutions are of an ephemeral character and a satisfactory account of increases or decreases in them is difficult to give. Except in respect of Koran-teaching, Mulla, and such other Muhammadan schools of a pronounced religious type, the general tendency is towards gradual absorption into the 'public' system. Absorption takes place through their recognition and registration for grants-in-aid as "indigenous" schools under chapter III or as 'special' schools under chapter VII of the Grant-in-aid Code. Registration lends some stability to institutions of this class.

420. **Classification of institutions and pupils.**—Of 1,876 private institutions, 133 are 'advanced' and 1,743 'elementary.' The following table shows their classification and comparative position in 1911-12 and 1916-17 :—

	1911-12.		1916-17.	
	Institutions.	Pupils.	Institutions.	Pupils.
Advanced.				
Teaching Arabic or Persian	74	1,971	110	1,702
,, Sanskrit	29	896	19	694
,, some other Oriental language ...	10	474	4	144
Total ...	113	3,341	133	2,540
Elementary.				
Koran schools	1,242	27,170	1,030	19,980
Vernacular schools	1,034	28,010	580	12,854
Other schools	306	6,434	133	5,745
Total ...	2,582	61,614	1,743	38,579
Grand Total ...	2,695	64,955	1,876	41,119

The percentage of pupils in private institutions to the total of pupils under instruction in institutions, both public and private, is 5·3 per cent as against 7·9 in 1911-12. About 60 per cent of the pupils are Muhammadans, 36 per cent are Hindus, 3 per cent are Indian Christians and 1 per cent others. Again, of the total number, about three-fourths are boys and one-fourth girls.

421. **Maktabs, Mulla Schools and Pathashalas.**—The following statement gives the information about Maktabs, Mulla schools, and Pathashalas required by the Government of India :—

Maktabs.

(The figures relate to Aden.)

	Classed in General Table III as			Total.	Remarks.
	Primary schools.	Other schools.	Private institutions.		
1. Institutions for Boys ...	...	...	2	2	
Do. Girls ...	...	...	...	...	
2. Pupils—Boys	...	...	402	402	
Do. Girls	...	...	13	13	
3. Expenditure from Imperial Funds	Rs. ...	Rs. ...	Rs. ...	Rs. ...	
4. Expenditure from district or local funds ...	...	...	...	...	
5. Expenditure from municipal funds	...	...	...	...	
6. Fees	...	...	2,041	2,041	
7. Other sources ...	...	...	2,683	2,683	
8. Total expenditure ...	...	...	4,724	4,724	

Mulla Schools.

(In Sind and Aden.)

1. Institutions for Boys ...	478	6	...	484	
Do. Girls ...	79	1	...	80	
2. Pupils—Boys	10,970	145	...	11,115	
Do. Girls	4,190	25	...	4,215	
3. Expenditure from Provincial or Imperial funds ...	Rs. 26,569*	Rs. ...	Rs. ...	Rs. 26,569*	* This includes Rs. 1,869 from Imperial funds at Aden.
4. Expenditure from district or local funds ...	...	...	...	...	
5. Expenditure from municipal funds	1,329	...	...	1,329	
6. Fees	438	...	...	438	
7. Other sources ...	63,814	692	...	64,506	
8. Total expenditure ...	92,150	692	...	92,842	

N. B.—Information about private schools in Sind is not available.

Pathashalas.

1. Institutions for Boys ...	1	24	18	43	
Do. Girls ...	8	...	1	9	
2. Pupils—Boys	44 (12)	881	544	1,469 (12)	
Do. Girls	732 (43)	1	150	883 (43)	
3. Expenditure from Provincial funds	Rs. 1,791	Rs. 3,604	Rs. ...	Rs. 5,395	
4 Expenditure from district or local funds ...	...	...	...	...	
5. Expenditure from municipal funds ...	1,980	598	...	2,578	
6. Fees	...	486	36	522	
7. Other sources ...	4,205	12,652	3,372	20,229	
8. Total expenditure ...	7,976	17,340	3,408	28,724	

N. B.—Information about expenditure on private institutions in the N. D. is not available.

CHAPTER XIX.

TEXT-BOOKS, LIBRARIES AND PUBLICATIONS.

I.—Text-Books.

422. **Prescription of text-books.**—All Government, local board, municipal and aided primary and secondary schools in the Presidency are required to select text-books for their schools from a list of books approved by Government for this purpose. Use of books other than these is not permitted. Unaided schools, if they use unsanctioned books, are not allowed to present their pupils at the Scholarship, School Final and other public examinations. The current list of sanctioned text-books was last revised in 1914 and has since been added to, every quarter. It provides a fairly wide range of selection for aided and unaided schools. Schools maintained or managed by Government are, however, according to the present practice, restricted to the use of books prescribed for them from time to time.

423. **Text-book Committees.**—Sanction of text-books rests with Government which decides each case on the report of the Director of Public Instruction who is guided in his recommendations by the reports of the various Text-book Committees. There are in this Presidency six such committees, one for the consideration of non-vernacular books on English, History, Geography, Mathematics, Science, Oriental Classical Languages, etc., and five others for the consideration of Gujarati, Marathi, Kanarese, Sindhi and Urdu books. The Urdu Committee was constituted in 1914-15. These Committees never meet and all work in connection with them has to be conducted by correspondence. Books in English are supposed to be reviewed in the first instance by the Director of Public Instruction who may decide not to send them to the Committee. In 1915-16 the Divisional Inspectors, who are *ex officio* Presidents of the Vernacular Text-book Committees, were delegated power to decide which vernacular books deserved to be placed before the Book Committees and to sanction vernacular books as prize or library books. Before being sent to the Book Committees vernacular books have to undergo a preliminary review by the Vice-Principals of the Training Colleges (in Sind, by the Principal). If a book is reported on favourably by that officer a copy is sent to each member of the Book Committee. It was hoped that this procedure would obviate the delay which occurred in the disposal of books by these Committees. It cannot, however, be said that any very marked improvement is noticeable. Over and above the preliminary review of publications received for consideration by the Text-book Committees, the Vice-Principals are required to prepare press-copies for new editions of the Departmental text-books in the vernaculars and to scrutinise and correct advance copies of the new editions printed. The Vice-Principal of the Male Training College, Ahmedabad, had to prepare 29 press-copies for new editions of the departmental Gujarati Readers; the Vice-Principal, Poona, had to prepare 20 press-copies for the Marathi Readers; the Vice-Principal, Dharwar, had to prepare 16 press-copies for the Kanarese Readers; and the Principal, Hyderabad, had to prepare 21 press-copies for the Sindhi Readers. To enable Vice-Principals to cope with the increased work of reviewing and editing they have had to be relieved of teaching work in the Training Colleges. The College staff is thereby practically deprived of the officer of greatest importance after the Principal. There seems to be no essential reason why the proper utility of this post should be nullified in this way and it is most desirable that Vice-Principals of Training Colleges should be permitted to return to their true duties and should be selected not for their potentialities as meticulous reviewers but for their knowledge of methods of education and capacity to train teachers. The volume of work that devolved on the reviewing officers and that turned out by them during the quinquennium is shown by the following table:—

	Number of publications received during the quinquennium.	Number of publications reported on during the period.
Gujarati	701	626
Marathi	503	507*
Kanarese	210	159
Sindhi	230	230
Total ...	1,644	1,522

* Including arrears of previous years.

The Deputy Inspector of Urdu schools, Central Division, who acts as preliminary reviewer of Urdu books reported on 43 books during the year 1916-17. There are, he reports, still 243 books on his hands, some of them extending over hundreds of pages and dealing with abstruse subjects. He can only cope with this undigested mass at the expense of his proper work. Relief has since been given him by the distribution of the accumulated arrears among other Muhammadan officers of the Department. The present procedure of the Text-book Committees came under severe criticism in the local Legislative Council in July, 1916, at the hands of the Honourable Mr. R. P. Paranjapye, who moved a resolution suggesting a recommendation to the Government of India to revise the principles underlying the present Text-book Committee Rules promulgated by them in 1900. Since this discussion, the subject of the revision of the present procedure has been engaging attention, and proposals are being framed with a view to mitigating the inconveniences entailed by the cumbrous working of the existing system.

424. **Production of text-books.**—The quinquennium has been remarkable for much Departmental activity in connection with the production of suitable text-books. For the use of pupils in secondary schools and to meet the requirements of the revised secondary curriculum in English, History, Geography, and Science, special books, which it was hoped would prove suitable, were prepared under the auspices of the Department and published by English firms of standing and reputation. The production of sets of English Readers and Geographies was entrusted to Mr. E. Marsden, formerly of the Indian Educational Service, Madras. The series issued is called Macmillan's "New English Readers" and consists of 2 Primers and 5 Readers. The Geography series consists of 3 books—(1) First Lessons, (2) Junior Geography, and (3) Senior Geography, of which (1) and (2) intended for use in Anglo-Vernacular standards I to V have been already translated into the different vernaculars for the use of such schools as prefer to use the vernacular as the medium of instruction in this subject. The Senior Geography was issued only recently, and it is not proposed to issue its vernacular versions until it has been in use for some time and experience has been gained with it and its text finally settled. The compilation of books in History was also entrusted to Mr. Marsden, who himself produced the first two books of the series intended for Anglo-Vernacular standards I to V and compiled for standards VI and VII a "Short History of the British Empire" in collaboration with Mr. G. Anderson, formerly Professor of History at the Elphinstone College. This last book has been prescribed for the School Final Examination and, along with the first two books of the series, has been translated into the different vernaculars for the convenience of schools wishing to teach History through the vernacular. A hand-book giving instructions to teachers regarding the proper use of the "Short History of the British Empire" has also been issued. The preparation of science books was entrusted to Mr. Wren, who, through Messrs. Longmans, Green and Company and with the collaboration of experts in different branches of science, produced 7 pupils' books (and as many teachers' manuals) corresponding to the seven standards of the Anglo-Vernacular school course. The first three of the science books have been published only in the vernaculars; the fourth in both English and the vernaculars; and the remaining three only in English. To afford guidance to teachers in the subject of moral instruction Mr. Enthoven was entrusted with the compilation of Hand-books of Moral

Extracts from various oriental and other sources. Two such books have been published, one for the use of teachers in High schools and the other for that of those in Anglo-vernacular and vernacular schools. The latter has been translated into all the vernaculars. The Government "Memorandum on some of the results of the British Administration in India during the last 50 years" was also translated into the four vernaculars of the Presidency. Several books required for vernacular schools were also produced; a "New Geometry" to take the place of the old one on Euclidean lines was prepared in Marathi and then translated into the other vernaculars. The same procedure was applied to "Arogya-vidnyana", the new book on Hygiene which has taken the place of the obsolete "Sanitary Primer" by Cunningham. For the guidance of primary school teachers in the teaching of the zilla geography in vernacular standard III a number of "zilla geographies" have been compiled on lines indicated by the Vernacular Text-books Revision Committee in 1904-05, viz., those of Ahmednagar, Sholapur, Nasik and West Khandesh in the Central Division. Geographies of the Gujarati zillas were compiled long ago; those of the Kanarese are under preparation. Further, special Girls' Marathi Readers I and II and Kanarese Reader I were published during the latter part of the quinquennium on the lines of the corresponding Gujarati Readers. Three lessons on Temperance based on the Syllabus of Temperance Teaching published by the Board of Education, London, have also been compiled and inserted in Vernacular Readers V, VI and VII.

425. The contract with Messrs. Macmillan and Company for the publication of the Revised Vernacular Readers terminated in October 1915 and was renewed by Government.

426. **Supply of books.**—The local supply of vernacular text-books has been arranged for through the Departmental publishers of vernacular text-books. They are bound, under an agreement with Government, to stock and provide for a continuous supply of the Departmental publications in the vernacular.

II.—Libraries, Publications, etc.

427. **Libraries.**—All colleges and schools possess libraries, each according to its needs, those maintained by Government and especially the older amongst them possessing large and valuable collections of books. At the Gujarat College, Ahmedabad, which has been taken over by Government since 1912, an excellent collection of science books has been made in connection with the Madhavlal Ranchhodlal Science Institute; and at the Sydenham College of Commerce and Economics, Bombay, a nucleus of an up-to-date library of books on Commerce and Economics has already been formed. "Boys' Libraries", as distinguished from "School Libraries", containing illustrated books of stories, fairy tales, and romantic accounts of travel and adventure and of special interest to young minds have been set up with the aid of small Government grants made specially for this purpose, and boys are encouraged to take out books from them. The Government Educational Library which was formed by Mr. Prior in 1901 for the benefit of Poona teachers, but which was little known outside the walls of the Poona High School was placed in charge of the Instructors of the Poona Training Class in 1915 and thrown open to all teachers. It is reported that books are issued once a week and efforts are being made to make the library popular. The Government Educational Library in the Elphinstone Middle School, Bombay, does not appear to be much used by outsiders.

428. **Public Libraries.**—The following table shows the number of registered public libraries in the Presidency :—

	In British districts.	In Native State territory.	Total.
Northern Division	63	24	87
Central Division	77	2	79
Southern Division	62	36	98
Sind	25	...	25
Total ...	227	62	289

429. **Educational publications.**—To the number of educational magazines existing at the end of the last quinquennium, viz., "Indian Education" intended for teachers in Anglo-Vernacular schools and the four vernacular "School Papers" for those in vernacular schools, two more were added during the quinquennium—the Kanya Shikshak in Marathi and Kanarese edited at the Training Colleges for Women at Poona and Dharwar respectively. They treat of educational subjects from the point of view especially of girls' schools.

430. **Encouragement of authorship.**—There is a special budget allotment of about Rs. 4,000 for encouragement to literature. The expenditure incurred during the past five years on this object amounted to Rs. 18,814.

III.—Visual Instruction.

431. **Magic lanterns and slides.**—The keen personal interest taken by the late Mr. Sharp in magic lantern exhibitions led, soon after his appointment as Director, to considerable development in this branch of educational activity. In 1911-12, for the first time, Government sanctioned a sum of Rs. 3,500 for this purpose, out of which about Rs. 900 were spent in purchasing slides for Government high schools. This small beginning was followed up in successive years by large outlay on the provision of magic lanterns and slides for Government high schools and training colleges and for the Inspecting officers. The total thus expended during the past five years amounts to about Rs. 35,000. In the year 1913-14, when Government sanctioned the supply of magic lanterns and slides to District Deputy Inspectors and their assistants for use in primary schools, an officer of the grade of an Assistant Deputy Inspector was placed on special duty for two months for drawing up lists of the apparatus and slides purchased. His deputation was continued for the year 1914-15 with the object of coaching the teaching and inspecting staff in the manipulation of the lantern and apparatus. It was proposed to continue it still longer, but the outbreak of the war prevented this being done. A grant of Rs. 7,500 is, however, made annually for upkeep, repairs, and current expenses in connection with the working of the magic lanterns supplied to the Inspecting officers and to the High schools. Mr. Ghate, the officer who was formerly deputed for the work, watches the expenditure incurred under this head and receives, on account of the extra work thus undertaken, an extra allowance of 20 per cent of his pay. Each high school and training college is given one lantern and each Deputy Inspector two or three according to the size and requirements of his district and the available subordinate inspecting staff. The smaller districts of Sind have been given only one lantern in some cases. The lanterns supplied are expected to be used in turns by the several Assistant Deputy Inspectors in each district. Mr. Ghate reports that old vernacular-knowing Assistant Deputies cannot do full justice to the work expected of them; nor can the hard-worked Deputy Inspectors who are fully absorbed in administrative and inspectorial functions. The slides supplied and the lectures delivered relate to history, geography, human physiology, the present war, certain diseases (e. g. Tuberculosis) and so forth; and to relieve the monotony of the exhibitions and the lectures, slides are kept in rotation, those shown in one place being exchanged with others shown elsewhere. Privately managed schools which have shown much interest in the matter are the New High School, Bombay, and the Deccan Education Society's New English Schools at Poona and Satara. The New High School is reported to have developed visual instruction to a great extent. A number of subjects of school instruction and others are illustrated there with the aid of the lantern slides which the Drawing teachers of the school themselves prepare. Such local preparation of slides is not only economical but desirable. Two Assistant Deputy Inspectors have developed a taste in this direction, viz., Mr. V. S. Toro of West Khandesh and Mr. H. A. Desai of Surat. Government have lately purchased at a cost of Rs. 12,386 the late Mr. Sharp's private collection of 9,077 slides. Arrangements for their cataloguing and classification are in progress.

432. **Stereoscopes and Stereographs.**—In addition to magic lanterns and slides, Government at the instance of the late Mr. Sharp supplied all Government high and middle schools and primary training colleges and all groups (each of three schools situated in the neighbouring villages) of district

local board primary schools with stereoscopes and stereographs of Indian sights and scenes at a cost of about Rs. 1,00,000. A hand-book describing the stereographs has also been produced and translated into the different vernaculars and supplied to all the schools concerned for their guidance.

433. **School Pictures.**—The late Mr. Sharp also took great interest in pictures and gave a special grant of Rs. 100 to each Government secondary school from Imperial funds for the purchase of suitable school pictures.

434. The introduction of the magic lantern and the stereoscope in the school has undoubtedly increased and enlivened boys' and parents' interest in school life. At the same time it is difficult to gauge the exact measure of their influence in the direction of vivifying ordinary class instruction—which is the chief end in view.

Poona, Office of the Director of Public Instruction, 2nd October 1917.

J. G. COVERNTON,
Director of Public Instruction.

APPENDICES.

x 22—1op

APPENDIX I (a).

Rules for Grant-in-Aid to Secondary Anglo-vernacular Schools.

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	Remarks
Bombay ...	The general conditions of aid are :— (a) that the school supplies a local want ; (b) competency and adequacy of teaching staff ; (c) financial condition of the school ; (d) that fees charged and percentage of free students are reasonable ; (e) liability to inspection by department at all times and to supply all such information as may be required ; (f) the maintenance of the attendance ; (g) suitability of accommodation, sufficiency of furniture and appliances and provision for recreation and physical exercise ; (h) that arrangements for registering admission, attendance and age of pupils, for management and for keeping accounts are effective; and that except with the express permission of the Director of Public Instruction given in writing no pupil is admitted to the school from any unrecognised school, the teaching in which has been pronounced by Government to be pernicious; (i) that the education given is sufficient in range and quality ; that standards other than those which the school has been registered as teaching are not taught ; that no books, maps, etc., not sanctioned by Government are used ; and that every school which teaches A. V. standards VI and VII maintains a systematic record of the progress and conduct of each pupil in those standards in the form approved by Government for the purpose of providing every such pupil with a certified copy of the record along with his leaving certificate if he migrates to another school or if he requires such a copy at any other time ; (j) that discipline, conduct, regularity of attendance and honesty under examination of students are satisfactory ; (k) proper maintenance of school records and trustworthiness of all statistical returns and formal certificates ; (l) that there are funds at the disposal of the	Not exceeding one-fourth of total cost (52). But Government may give land in addition to or as part of the grant (58). In addition to building grants, special grants bearing no fixed proportion to total cost—each case being considered on its merits—are given in aid of building boarding-houses, laboratories, libraries, school workshops, gymnasia and providing playgrounds (62). Power of sanction rests with the Director of Public Instruction, rule (51), special cases only are to be referred to Government. In case of works carried out by agency other than the Public Works Department, the permission of the Executive Engineer concerned is required if the cost does not exceed Rs. 2,500 and of the Chief or Superintending Engineer concerned if the cost exceeds Rs. 2,500 but falls within the limit of his powers. In all other cases the sanction of Government is necessary (56). The Public Works and Sanitary Departments must approve the plans and estimates for the building and the title of the school managers to the site on which it is to be erected must be declared to be good and in order by the law officers of Government; the grant will not be given till a trust deed is executed or its execution is agreed on, save in the case of buildings for	Not exceeding one-third of total cost (18). Limit of power of sanction :— Up to Rs. 1,000 by Inspectors of Divisions and Inspector of European Schools (18) and above Rs. 1,000 by Government.	Not exceeding one-half of the local assets or one-third of total expenditure during previous official year, except in the case of A. V. Girls' Schools in Sind where the maximum grant allowed is one-half of the total expenditure. If receipts from all sources exceed total expenditure saving shall be fully expended in following year or placed in a reserve fund ; otherwise grant is liable to reduction (5 & 5-A). If the ordinary grant is not sufficient, a supplementary grant may be made not exceeding one-third and in the case of poor but deserving schools one-half) of the ordinary grant mainly for the improvement of the salaries of teachers (27-A). If a school is established to meet an urgent demand or under peculiar difficulties, a temporary grant may be awarded in year of assessment not exceeding half the net expenditure on instruction, but payable monthly if so required. As soon as permanent character of school is established it becomes subject to ordinary rules (6). If through misadventure for which the managers are not to blame, the attendance and efficiency of any school has fallen greatly below the average of previous years, a sum not exceeding the grant earned in the previous year or the average grant of the three last preceding years, whichever is less may be paid (9). When a school is permanently registered for aid the ordinary grant may in special cases be paid in two instalments at the discretion of the Divisional Inspectors and the Inspector of European Schools, but the second instalment is not paid until after the annual inspection has been held (17 N.B.).	There are also special grants for drawing (19). Schools not in receipt of a grant-in-aid may be admitted to recognition by the department, which would entitle them to present pupils at all public examinations conducted by the department provided they conform to the rules (10) mentioned in column 2 (system of grant).

APPENDIX I (*a*)—*concluded.*

Province.	System of grant.	Building grant.	Equipment grant.	Maintenance grant.	Remarks.
	department to meet the application for grant (7, 4, 7, 1 (i), 14 and 14-A). The grant thus assessed is ordinarily continued from year to year provided the aforementioned conditions are maintained. Reassessment of grant is admissible if it can be shown that existing grant is inadequate and if funds are available (5). Failure to satisfy inspector, when assessing grant for first time, under the heads enumerated above, entails a proportionate reduction of the maximum grant admissible (7 N. B.) Such failure in the case of an institution already aided carries a similar penalty but only after a preliminary warning (8). The Director's decision as to whether the conditions are fulfilled in any case is final.	which a building grant not exceeding Rs. 1,000 is claimed, when an agreement to repay on failure of conditions is accepted. If, however, the building is erected on a site already covered by a trust deed a receipt may be sufficient.			

APPENDIX I (b).

Rules for Grant-in-aid to Primary Schools for Indians.

Province.	System of Grant.	Building Grant.	Equipment Gran	Maintenance Grant.	Remarks.
Bombay ...	Grants not exceeding one-half of the local assets or one-third of the total expenditure during the previous official year are given ordinarily from year to year, but they are liable to reduction for a particular year in which a school falls short of the standard required in the under-mentioned points which are taken into consideration in assessing grants :— (1) Building and equipment. (2) Attendance, both number and regularity. (3) Adequacy and qualifications of teaching staff. (4) Range and quality of education given. (5) Discipline and conduct of students. (6) Provision of recreation and physical exercise. (7) Adequacy of the resources of the school, excluding fees. (8) Proportion of free students and paying scholars. (9) Want of a school in the locality. (10) Proper maintenance of records and returns, etc.	Not to exceed one-half of the total expenditure (52), but Government may give land in addition to or as part of the grant (68). Power of sanction rests with the Director of Public Instruction (rule 51), special cases only are to be referred to Government. In case of works carried out by agency other than the Public Works Department, the permission of the Executive Engineer concerned is required if the cost does not exceed Rs. 2,500 and of the Chief or Superintending Engineer concerned if the cost exceeds Rs. 2,500 but falls within the limit of his powers. In all other cases the sanction of Government is necessary (55). The Public Works and Sanitary Departments must approve the plans and estimates for the building and the title of the school managers to the site on which it is to be erected must be declared to be good and in order by the law officers of Government; the grant will not be given till a trust deed is executed or its execution is agreed on, save in the cases of buildings for which a building grant not exceeding Rs. 1,000 is claimed, when an agreement to repay on failure of conditions is accepted. If, however, the building is erected on a site already covered by a trust deed a receipt may be sufficient.	Not exceeding one-third of total cost (18). Limit of power of sanction :— Up to Rs. 1,000 by Inspectors of Divisions and inspector of European Schools (18) and above Rs. 1,000 by Government.	Not to exceed one-half of the local assets or one-third of the total expenditure during the previous official year, except in the case of primary girls' schools in Sind where the maximum grant allowed is one-half of the total expenditure (5 and 5-A). This rule does not apply to indigenous schools which may receive an annual grant not exceeding Rs. 138, calculated roughly at Rs. 2 per head on the average daily attendance for boys until their stability is established. The grant for similar schools for girls is double. Night schools also have special terms. An attendance grant of Re. 1 per mensem and a special grant not exceeding Rs. 15 per school per year for slates and books for the use of deserving pupils in indigenous schools are also paid. In addition to the grants mentioned in rule 5 and rule 27-A, a supplementary grant not exceeding 5 per cent of the ordinary grant may be given to a girls' school for expenditure on books, slates, etc., for girls attending it and for money or other rewards for regular and punctual attendance. This grant is free of all conditions, but the managers should keep a statement showing how it has been expended and should produce it before the Inspector when required (27-B). The rules are also generous in giving special grants to schools at the start and in continuing grants to schools which have deteriorated not by the fault of the managers. Grants to district local boards and municipalities for their primary schools fall outside the grant-in-aid code. The grants are fixed and may be revised at the discretion of Government. In the case of municipal primary schools the grants paid are equal to one-half of the total expenditure, but in the case of local board schools this limit of 50 is not observed and the grants to many local boards exceed one-half of the total expenditure.	Bombay grant-in-aid code rules 2, 5, 5-A, 7, 18, 27-A, 27-B, 28, 29, 30, 31, 51, 52, 56, 68, 69 and 60.

APPENDIX II.

Statement showing the expenditure in Colleges, High Schools, Middle English Schools, Middle Vernacular Schools, Primary Schools and Special Schools on buildings, furniture and apparatus, during the quinquennium ending 31st March 1917.

Years.	Amounts expended on buildings, furniture and apparatus.						Total amount expended (as given in column 33 of general table V).
	Colleges.	High Schools.	Middle English Schools.	Middle Vernacular Schools.	Primary Schools	Special Schools.	
1912-13.	Rs.	R.	Rs.	Rs.	Rs	Rs.	Rs.
Provincial Revenues (including Imperial).	4,99,602	4,3 6,560	39,615	...	1,56,539	1,64,692	12,97,028
Local Funds ...	...	...	...	...	2,15,959	...	2,15,959
Municipal Funds ...	...	5,899	100	...	1,12,908	2,373	1,21,271
Subscriptions and other private sources.	...	54,161	1,99,774	...	40,097	138	2,94,170
Total ...	4,99,602	4,96,611	2,39,489	...	5,25,523	1,67,203	19,28,428
1913-14.							
Provincial Revenues (including Imperial).	1,57,581	4,39,749	45,953	...	1,13,955	2,56,980	10,14,218
Local Funds ...	...	...	...	...	1,03,808	822	1,04,630
Municipal Funds ...	...	...	471	...	27,329	...	27,800
Subscriptions and other private sources.	48,161	19,480	25,638	...	22,660	450	1,27,389
Total ...	2,05,742	4,59,22	72,062	...	2,73,752	2,58,252	12,69,037
1914-15.							
Provincial Revenues (including Imperial).	31,505	6,83,994	15,245	...	4,22,898	3,22,005	14,75,647
Local Funds ...	...	...	357	...	1,27,057	600	1,28,014
Municipal Funds ...	...	1,488	2,273	...	48,498	45	52,304
Subscriptions and other private sources.	10,940	1,80,765	29,233	...	33,975	19,787	2,74,700
Total ...	42,445	8,66,247	47,108	...	6,32,428	3,42,437	19,30,665
1915-16.							
Provincial Revenues (including Imperial).	12,161	4,74,729	21,783	...	1,84,499	81,718	7,74,890
Local Funds ...	...	...	...	...	2,92,718	...	2,92,718
Municipal Funds ...	...	940	...	...	39,147	...	40,087
Subscriptions and other private sources.	1,13,640	1,12,337	43,642	...	18,312	63,577	3,51,508
Total ...	1,25,801	5,88,006	65,425	...	5,34,676	1,45,295	14,59,203
1916-17.							
Provincial Revenues (including Imperial).	19,315	2,58,082	18,016	...	4,54,372	32,730	7,82,515
Local Funds ...	...	...	...	...	40,352	...	40,352
Municipal Funds ...	...	248	...	...	35,112	492	35,852
Subscriptions and other private sources.	55,998	1,51,941	40,346	...	10,589	5,867	2,64,741
Total ...	75,313	4,10,271	58,362	...	5,40,425	39,089	11,23,460

APPENDIX III.

Statement showing the number of teachers in public institutions (colleges, secondary schools, primary schools and other schools) which are not managed by Government and their average pay in rupees to one place of decimals.

Kind of employment.	Name of Division.	Number of teachers in public institutions which are not managed by Government.	Average pay in rupees to one place of decimals.			
			In colleges.	In secondary schools.	In primary schools.	In other schools.
Board ...	Central Division ...	5,305	.....	.....	13·9	36·7
	Northern Division ...	4,168	.....	.....	15·9	40·9
	Southern Division ...	4,249	.....	.....	14·5	32·0
	Sind ...	1,886	.....	47·4	17·7	.....
	European Schools ...	.....	.....	.....	.....	.....
	Aden ...	.....	.....	.....	.....	.....
Municipal ...	Central Division ...	2,749	.....	24·7	16·9	33·4
	Northern Division ...	1,611	.....	32·1	15·5	29·0
	Southern Division ...	1,107	.....	32·7	14·8	.....
	Sind ...	635	.....	48·7	22·2	48·7
	European Schools ...	.....	.....	.....	.....	.....
	Aden ...	.....	.....	.....	.....	.....
Private ...	Central Division ...	3,258	167·3	46·4	16·6	39·3
	Northern Division ...	1,497	.....	39·5	13·5	24·9
	Southern Division ...	849	.....	37·8	13·8	1 2
	Sind ...	746	257·7	53·2	18·5	38·1
	European Schools ...	779	.....	86·14	.....	108·28
	Aden ...	55	.....	184·6	36·8	14·7
		28,894	.....	.....	.....	.....

APPENDIX IV.

A statement giving figures for schools maintained or aided by municipalities.

Class of institution.	Number of institutions.			Recurring expenditure from						Capital expenditure from					
	Maintained by municipalities.	Aided by municipalities.	Total.	Provincial revenues.	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.	Provincial revenues.	Municipal funds.	Other public funds.	Fees.	Other sources.	Total.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges	.....	1	1	.....	12,150	...	.....	...	12,150	...	...	...	...	...	.....
High Schools	5	14	19	14,395	30,169	...	33,247	1,420	79,231	...	6,016	...	...	...	6,016
Middle English Schools ...	52	48	100	28,926	50,033	815	65,966	1,598	1,47,338	...	100	...	...	...	100
Middle Vernacular Schools	.....	...	.....	.....	... ..	...	.....	...	... ..	...	...	...	...	...	.....
Primary Schools	1,108	317	1,425	4,01,465	11,52,240	56,835	1,26,609	23,242	18,52,391	69,864	43,367	...	...	10	1,13,241
Special Schools	6 (3)	13* (3)	19(11)	11,562	52,533	1,500	502	3,051	69,148	...	2,456	...	..	...	2,456
Total ...	1,171 (3)	393 (3)	1,564(11)	5,46,348	12,97,125	59,150	2,28,324	29,311	21,60,258	69,864	51,948	...	...	10	1,21,822

* These figures do not include Government institutions which receive contributions from municipalities, though the amounts contributed by them are included in the figures of expenditure from Municipal Funds.

APPENDIX V.

Missions.

No.	Name and head-quarters of Mission in order according to denomination.		Number of Mission institutions and their pupils.								Expenditure.					
			Colleges.	High Schools.	Middle Schools. English	Middle Schools. Vernacular	Primary Schools.	Training Institutions.	Other Special Schools.	Total.	From provincial funds.	From local funds.	From fees.	From mission funds.	From other sources.	Total.
											Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	The Alliance Mission, Bombay.	Schools ...	...	...	...	...	1	...	...	1	313	...	...	570	...	883
		Pupils ...	...	...	...	...	100	...	...	100						
2	The American Mission, Bombay.	Schools ...	...	2	5	...	168	...	5	181	32,012	3,213	10,399	55,917	44,978	1,46,509
		Pupils ...	...	461	249	...	6,125	...	36	6,900						
3	The American Presbyterian Church Mission, Mathud, Thana District.	Schools ...	...	...	1	...	...	...	...	1	...	...	103	...	190	293
		Pupils ...	...	...	24	...	...	...	...	24						
4	The American Presbyterian Mission, Satnagiri.	Schools ...	...	1	...	...	4	...	...	5	1,027	...	840	...	4,913	6,780
		Pupils ...	...	64	...	...	192	...	...	256						
5	The Australian Mission, Kolgaon, Poona District.	Schools ...	...	...	...	...	2	...	...	2	113	15	38	330	...	316
		Pupils ...	...	...	...	...	106	...	...	106						
6	The Basel Mission, Mangalore.	Schools ...	...	2	2	...	20	...	...	24	...	...	11,703	...	26,296	37,999
		Pupils ...	...	420	236	...	1,663	...	...	2,319						
7	The Church of England Zenana Mission, Bombay and Karachi.	Schools ...	...	...	4	...	31	...	6	41	18,992	1,800	1,502	31,089	6,127	59,510
		Pupils ...	...	...	95	...	2,707	...	268	3,070						
8	The Church Missionary Society, Bombay and Karachi.	Schools ...	...	4	3	...	17	...	1	25	29,794	900	29,789	16,600	23,456	99,539
		Pupils ...	...	1,156	251	...	1,345	...	...	2,752						
9	The Church of Scotland Mission, Bombay and Poona.	Schools ...	...	...	2	...	11	...	...	13	1,231	29	350	1,011	2,324	4,944
		Pupils ...	...	...	108	...	367	...	...	475						
10	The Church Brethren Mission, Bahar, Surat District.	Schools ...	...	...	...	...	12	...	...	12	801	...	4	817	1,304	2,916
		Pupils ...	...	...	...	...	228	...	...	228						
11	The Danish Mission, Aden.	Schools ...	...	...	1	...	...	...	...	1	1,103	...	270	2,870	...	3,243
		Pupils ...	...	...	18	...	...	...	...	18						
12	The Irish Presbyterian Mission, Gujarat.	Schools ...	...	2	2	...	60	2	1	68	25,690	30	13,653	47,040	1,155	88,219
		Pupils ...	...	602	96	...	5,935	55	54	6,732						
13	The Methodist Episcopal Mission, Bombay.	Schools ...	...	4	1	...	58	1	1	65	18,915	...	11,795	36,884	8,903	76,718
		Pupils ...	...	455	78	...	2,268	44	62	2,907						
14	The Roman Catholic Missions, Bombay.	Schools ...	1	13	36	...	22	1	...	73	1,89,513	300	3,15,027	68,285	1,17,686	7,10,792
		Pupils ...	309	3,696	5,498	...	791	23	...	11,016						
15	The Salvation Army, Bombay.	Schools ...	...	...	...	...	71	...	2	73	5,546	35	50	15,307	2,925	23,863
		Pupils ...	...	...	...	...	2,638	...	...	2,638						
16	The Society for the Propagation of Gospel, Bombay.	Schools ...	...	2	...	...	42	...	3	47	12,100	...	3,953	32,041	19,244	67,378
		Pupils ...	...	261	...	...	1,365	...	16	1,642						
17	The Society of St. John the Evangelist and the community of St. Mary the Virgin, Poona.	Schools ...	...	1	...	...	3	...	1	5	5,981	...	2,270	2,794	9,257	20,301
		Pupils ...	...	120	...	...	240	...	16	376						
18	The Swedish Mission, Nandurbar.	Schools ...	...	...	...	...	4	...	...	4	156	...	...	218	390	764
		Pupils ...	...	...	...	...	114	...	...	114						
19	The United Free Church Mission, Bombay.	Schools ...	1	4	2	...	29	2	1	38	51,007	800	1,19,837	12,704	41,877	2,26,225
		Pupils ...	1,056	910	176	...	1,776	54	...	3,972						
20	The Wesleyan Mission, Bombay.	Schools ...	...	...	...	...	3	...	...	3	44	...	...	1,340	707	2,091
		Pupils ...	...	...	...	...	105	...	...	105						
21	The Zenana Bible and Medical Mission, Bombay.	Schools ...	...	2	1	...	4	1	3	11	10,846	...	17,909	9,041	13,800	51,596
		Pupils ...	...	287	34	...	328	7	35	691						

APPENDIX A.

EDUCATION—GENERAL TABLE I.

Government of India.

Abstract Statement of Colleges, Schools and Scholars in the British Districts of the Bombay Presidency at the end of the official year 1916-1917.

(For details see General Table III.)

Area and Population.			Particulars.	Public Institutions.								Private Institutions.			Grand Total.	Average number of towns and villages served by		Percentage to Population of Scholars in	
				University Education.		School Education, General.			School Education, Special.										
Total Area in Square Miles.	Number of Towns* and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.	Training Schools.	All other Special Schools.	Total.	Advanced.	Elementary.	Total.		Public Institutions.	Public or Private Institutions.	Public Institutions.	Public or Private Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	17	17	18	19	20
			Institutions.																
123,035	Towns* ... 213	Males ... 10,252,255	For Males ...	8	6	388	9,615	10,039	25	100	10,1	130	1,661	1,791	11,963	2·6	2·2	...	...
	Village ... 26,45	Females ... 9,430,994	For Females ...	...	...	77	1,110	1,187	17	12	1,216	5	82	85	1,301	21·6	20·2	...	...
			Total ...	8	6	465	10,755	11,220	42	112	11,388	135	1,743	1,876	13,264	2·3	2·0	...	...
	Total ... 26,268	Total ... 19,683,249																	
			Scholars.																
			Males ...	4,763	1,789	61,513	528,204	589,807	1,431	6,911	604,701	2,067	29,115	31,182	635,883	...	...	5·9	6·2
			Females ...	125	52	9,037	124,324	133,361	713	433	134,084	473	9,454	9,937	114,621	...	...	1·4	1·5
			Total ...	4,888	1,841	70,550	652,618	723,168	2,144	7,344	739,355	2,540	38,579	41,119	780,504	...	...	3·3	·9

* All places containing 5,000 inhabitants or upwards and all Municipalities, whatever their population, are entered as towns.

GOVERNMENT OF

Abstract Statement of Expenditure on Public Instruction in the British Districts

(For details see

		TOTAL DIRECT EXPENDITURE ON			
		University Education.		School Education, General.	
		Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
1		2	3	4	5
		Rs.	Rs.	Rs.	Rs.
1. Institutions ...	For Males	7,75,716	5,87,346	29,41,117	53,71,241
	For Females	.....	.....	6,66,416	9,76,348
	Total ...	7,75,716	5,87,346	35,97,533	63,47,589
2. (a) Percentages* of Provincial expenditure included in columns 2—16 to total Provincial expenditure on Public Instruction ...		3·9	4·6	12·8	44·5
(b) Percentages* of Local Fund expenditure included in columns 2—16 to total Local Fund expenditure on Public Instruction.		0·8	.....	1·2	73·1
(c) Percentages* of Municipal expenditure included in columns 2—16 to total Municipal expenditure on Public Instruction ...		0·9	.....	5·9	85·4
(d) Percentages of Total Expenditure in columns 2—16 to Total expenditure on Public Instruction		5·0	3·8	23·08	40·7
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN—					
Government Institutions ...	Cost to Provincial Revenues ...	161 0 8	201 11 0	30 14 10	19 3 11
	Cost to Local and Municipal Funds.	.....	.....	.....	0 3 9
	Total Cost ...	261 7 5	342 10 10	59 6 9	20 4 8
Local Fund and Municipal Board Schools ‡	Cost to Provincial Revenues ...	.....	.....	7 4 2	5 10 1
	Cost to Local and Municipal Funds.	.....	.....	9 7 2	3 1 4
	Total Cost ...	.....	.....	32 11 3	9 5 6
Aided Institutions ...	Cost to Provincial Revenues ...	28 11 1	.....	15 2 11	2 1 11
	Cost to Local and Municipal Funds.	5 14 10	.....	0 10 11	1 0 6
	Total Cost ...	135 14 5	.....	54 3 0	10 11 8
Unaided Institutions	Total Cost ...	105 2 11	.....	38 15 1	13 1 8
All Institutions ...	Cost to Provincial Revenues ...	62 9 4	201 11 0	13 5 11	5 1 7
	Cost to Local and Municipal Funds.	4 1 3	.....	1 4 2	2 11 9
	Total Cost ...	135 3 7	342 10 10	49 11 9	9 10 2

TABLE II.

INDIA.

of the Bombay Presidency for the official year 1916-1917.

General Table IV.)

PUBLIC INSTRUCTION.§			TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.§							Total Expenditure on Public Instruction.	Remarks.
School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings, Furniture and Apparatus.	Miscellaneous.	Total.		
Training Schools.	All other Special Schools.										
6	7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,42,304	7,46,324	1,06,64,108	2,32,466	86,646	6,21,000	2,30,048	8,75,488	5,11,269	25,56,917	1,32,21,025	
1,53,065	51,205	18,37,034	...	...	29,680	25,031	2,47,972	2,28,017	5,30,700	23,67,734	
3,95,429	7,97,529	1,25,01,142	2,32,466	86,646	6,50,680	2,55,079	11,23,460	7,39,286	30,87,617	1,55,88,759	
3·7	6·1	75·6	0·7	1·1	8·5	1·2	10·4	2·5	24·4	100·	
6·2	2·2	83·6	...	...	...	7·8	4·5	4·1	16·4	100·	
0·7	3·2	26·1	...	...	..	0·6	2·7	0·6	3·9	100·	
2·5	5·1	80·2	1·5	0·6	4·2	1·6	7·07	4·7	19·8	100·	
Rs. a. p.	Rs. a. p.	Rs. a. p.									
154 15 2	165 13 0	75 12 5									
39 10 4	4 11 11	3 14 6									
197 12 6	207 6 1	117 9 10									
139 6 7	20 14 1	5 11 3									
11 2 8	28 15 3	3 3 1									
150 9 3	66. 3 11	9 11 6									
56 12 3	64 10 5	8 0 0									
.....	11 1 4	1 4 4									
175 5 0	121 13 5	28 13 5									
109 6 1	61 10 4	32 3 5									
132 14 4	72 4 6	7 12 9									
30 10 4	9 12 10	2 11 9									
188 0 6	124 9 2	16 12 ·2									

* The percentages required for 2 (a), 2 (b), 2 (c) are calculated from the figures given in columns 27, 28 and 29, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Colleges, Schools a d Scholars in the British Districts

PUBLIC INSTITUTIONS.

Class of Institution.	UNDER PUBLIC MANAGEMENT.									
	Managed by Government.				Managed by Local Funds and Municipal Boards.				Aided by Govern or Municipal	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.										
Arts Colleges.										
English ... ... For Males	3	1,264	1,251	1,112	...	.....	.....	.....	4	3,411
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Oriental ... ... For Males	...	...	...	...	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Colleges for Professional Training.										
Law ... ... For Males	1	511	469	413	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Medicine ... ... For Males	1	727	651	619	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Engineering ... ... For Males	1	220	211	152	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Teaching ... ... For Males	1	34	33	32	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Agriculture ... ... For Males	1	108	110	102	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Veterinary ... ... For Males	...	...	...	...	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Commercial ... ... For Males	1	241	240	207	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Forestry ... ... For Males	...	...	...	...	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
Total ...	9	3,105	2,965	2,637	...	.....	.....	.....	4	3,411
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
High Schools for males	21	7,101	7,013	6,806	5	1,375	1,46	1,3 7	73	23,013
Middle Schools for males ... English	6	1,306	1,330	1,208	54	4,01 5	5,200	4,514	135	13,0 7
Vernacular	...	...	...	...	...	.....	.....	.....	...	.....
High Schools for females	2	554	524	415	...	.....	.....	.....	28	3,06
Middle Schools for females ... English	...	...	...	...	2	10	11	8	32	3,02
Vernacular	...	...	...	...	...	.....	.....	.....	...	.....
Total ...	29	8,961	9,067	8,437	61	6,00	6,671	5,753	276	40,47
Primary Schools.										
For males	23	1,970	1,900	1,520	7,859	694,345	694,443	630,264	1,851	77,196
For females	7	729	616	437	790	58,491	57,252	37,630	294	21,770
Total ...	29	2,699	2,516	1,957	8,649	752,836	751,705	667,894	1,94	98,96
SCHOOL EDUCATION, SPECIAL.										
Training Schools ... ... For Males	10	1,376	1,243	1,191	13	80	87	82	2	73
For Females	4	342	267	315	1	25	22	22	10	223
School of A t ... ... For Males	1	377	320	257	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....
... Schools ... ... For Males	...	...	...	...	...	.....	.....	.....	...	.....
For Females	...	...	...	...	...	.....	.....	.....	...	.....

ABLE III.

INDIA.

of the Bombay Presidency for the official year 1916-1917.

Under Private Management.						Grand Total of Institutions.	Grand Total of Scholars on 31st March 1917.	Number of Scholars on 31st March learning			Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
...ment, by Local Funds Boards.		Unaided.											
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
12	13	14	15	16	17	18	19	20	21	22	23	24	25
3,219	3,087	1	213	225	225	8	4,388	4,888	4,062	2	125	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	1	511	511	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	1	727	727	.....	.....	52	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	1	220	220	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	1	34	34	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	1	108	108	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	1	241	241	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
3,219	3,087	1	213	225	225	14	6,729	6,729	4,062	2	177	.....	
22,149	19,375	23	6,804	10,248	9,052	122	40,343	40,343	19,359	28,270	609	.....	
10,950	9,143	70	4,303	4,157	3,408	266	21,541	21,534	2,6	14,527	726	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
3,452	2,891	2	433	443	345	32	4,637	4,637	1,620	1,820	.....	420	
3,623	3,009	4	217	160	132	45	4,029	3,921	477	870	.....	544	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
41,161	34,418	99	14,807	15,008	12,997	465	70,050	70,435	24,083	45,487	1,335	964	
14,876	59,426	109	6,935	6,911	5,508	9,645	570,[illegible]4	3,272	2,173	506,908	44,418	.....	
21,387	15,287	20	1,278	1,207	806	1,110	82,364	1,803	185	81,043	.....	2,358	
36,263	7,7713	129	8,213	8,118	6,374	10,755	652,618	5,075	2,358	645,851	44,418	2,358	
79	74	...	.....	...	...	25	1,431	...	1,045	1,431	.....	.....	
223	201	2	122	97	90	17	713	39	235	674	.....	.....	
.....	.....	...	.....	...	...	1	327	...	.....	.....	24	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	

EDUCATION—GENERAL

GOVERNMENT OF

Colleges, Schools and Scholars in the British Districts

PUBLIC INSTITUTIONS.

Class of Institution.		Under Public Management.								Aided by Govern or Municipal	
		Managed by Government.				Managed by Local Funds and Municipal Boards.					
		Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1		2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION, SPECIAL—*continued.*											
Medical Schools	For Males ...	3	269	302	430	...	...	...	...	...	...
	For Females ...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	For Males ...	...	...	...	...	...	...	...	...	1	31
	For Females ...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	For Males ...	2	184	106	126	9	380	268	322	7	830
	For Females ...	...	...	...	...	...	...	...	...	4	113
Commercial Schools	For Males ...	...	...	...	...	1	50	85	72	1	40
	For Females ...	...	...	...	...	...	...	...	...	2	20
Agricultural Schools	For Males ...	...	...	...	...	...	...	...	...	...	...
	For Females ...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	For Males ...	1	91	106	89	...	...	...	...	...	...
	For Females ...	...	...	...	...	...	...	...	...	...	...
Other Schools	For Males ...	70	273	260	236	...	14	16	11	72	3,284
	For Females ...	...	...	...	...	...	...	...	...	3	107
Total ...		24	3,004	2,958	3,710	24	750	778	836	93	3,725
Total of Colleges and Schools of Public Instruction ...		94	17,773	17,997	15,841	8,734	549,874	539,154	404,205	2,291	146,467

TABLE III—*continued.*

INDIA—*continued.*

of the Bombay Presidency for the official year 1916-1917.

Under Private Management.						Grand Total of Institutions.	Grand Total of Scholars on 31st March.	Number of Scholars on 31st March learning			Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
ment, by Local Funds Boards.		Unaided.											
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
12	13	14	15	16	17	18	19	20	21	22	23	24	25
.....	.....	...	.....	...	...	3	509	137	.....	.....	12	.....	
.....	.....	1	3	3	3	1	9	...	.....	3	.....	.....	
30	30	...	.....	...	...	1	31	31	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
746	689	2	38	35	30	[illegible]	1,602	33	.....	316	19	.....	
108	77	3	84	71	46	6	195	...	.....	149	.....	15	
53	52	34	1,75	900	538	37	1,855	118	.....	50	29	.....	
20	16	...	.....	...	...	2	25	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
.....	.....	...	.....	...	...	1	41	106	.....	89	.....	.....	
.....	.....	...	.....	...	...	.....	.....	...	.....	.....	.....	.....	
2,270	1,736	2	17	19	17	37	2,598	17	917	195	47	.....	
112	85	...	.....	...	...	3	107	38	.....	.....	.....	14	
3,644	2,900	43	2,60 8	2,125	714	154	9,488	519	2,167	2,898	131	29	
141,787	115,178	272	25,841	24,476	20,310	11,368	739,385	83,758	32,670	697,238	46,061	3,351	
PRIVATE INSTITUTIONS.	1. ADVANCED, TEACHING—												
	(a) Arabic or Persian ... For Males ...					108	1,661	...	1,516	145	238	.....	
	For Females ...					2	41	34	7	.....	.....	15	
	(b) Sanskrit ... ... For Males ...					18	544	...	544	.....	9	.....	
	For Females ...					1	150	...	150	.....	.....	.....	
	(c) Any other Oriental classic For Males ...					4	144	29	115	.....	50	.....	
	For Females ...					.....	.....	...	.....	.....	.....	.....	
	2. ELEMENTARY, TEACHING—												
	(a) A Vernacular only or mainly. For Males ...					575	12,645	1	159	8,324	1,412	.....	
	For Females ...					5	209	35	.....	174	.....	.....	
	(b) The Korán only ... ... For Males ...					959	18,221	...	12,195	5,387	5,265	.....	
	For Females ...					71	[illegible]	...	1,390	248	.....	489	
	3. OTHER SCHOOLS not conforming to Departmental Standards. For Males ...					127	5,080	49	400	4,611	695	.....	
	For Females ...					6	665	...	77	588	.....	52	
	Total of Private Institutions...					1,876	41,119	148	16,570	19,477	7,669	556	
	Grand Total of all Institutions For Males ...					11,963	685,706	72,520	45,132	630,255	53,730	.....	
	For Females ...					1,301	94,798	10,507	4,117	86,469	.....	3,907	
	Total ...					13,264	786,504	83,006	49,249	716,715	53,730	3,907	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on 31st March 1917, in the British Districts of the Bombay Presidency, classified according to Sex, Race or Creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.	Total.
				Brâhmins.	Non-Brâhmins.					
UNIVERSITY EDUCATION—										
Arts Colleges—										
English	Male	35	110	2,303	1,635	156	...	502	22	4,763
	Female	9	20	27	24	1	...	38	6	125
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Colleges for Professional Training—										
Law	Male	2	21	183	242	20	...	40	3	511
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	26	69	127	320	17	...	116	...	675
	Female	2	17	4	14	...	...	13	2	52
Engineering	Male	...	4	84	75	7	...	49	1	220
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	...	15	15	1	...	...	3	34
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	1	5	47	26	10	2	14	3	108
	Female	...	...	...	...	...	...	...	...	...
Veterinary	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Commercial	Male	...	5	84	102	3	...	46	1	241
	Female	...	...	...	...	...	...	...	...	...
Forestry	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total		75	251	2,874	2,453	215	2	813	41	6,729
SCHOOL EDUCATION—GENERAL—										
Secondary Schools—										
For Males—										
High Schools...	Male	1,203	1,996	13,078	15,924	2,912	...	4,197	426	39,736
	Female	206	78	20	10	6	...	142	147	609
Middle Schools—										
English	Male	812	1,738	5,061	10,293	1,965	...	760	186	20,815
	Female	290	275	27	32	7	...	63	32	726
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Females—										
High Schools...	Male	323	22	2	20	12	...	34	7	420
	Female	1,448	394	329	659	58	...	1,245	84	4,217

EDUCATION—GENERAL TABLE III-A—*continued.*

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.	Total.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—GENERAL—*continued.*										
Secondary Schools—concld.										
For Females.										
Middle Schools—										
English ...	Male ...	145	296	30	25	7	...	19	22	544
	Female ...	415	1,609	175	527	25	...	524	140	3,485
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total ...		4,842	6,408	18,720	27,560	4,992	...	6,934	1,044	70,550
Primary Schools—										
For Males ...	Male ...	4	8,605	49,728	368,884	94,529	1	3,330	875	525,936
	Female ...	3	2,088	7,432	24,057	10,150	...	596	95	44,418
For Females ...	Male ...	...	275	88	464	1,118	...	326	87	2,358
	Female ...	1	2,464	15,968	44,704	13,154	...	3,056	559	79,906
Total ...		8	13,429	73,216	438,089	118,951	1	7,308	1,616	652,618
SCHOOL EDUCATION—SPECIAL—										
Training Schools ...	Male ...	...	80	595	564	192	...	...	...	1,431
	Female ...	32	194	227	173	44	...	24	19	713
School of Art ...	Male ...	2	29	91	141	14	...	22	4	303
	Female ...	1	4	1	3	...	...	13	2	24
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male ...	...	7	257	208	16	...	9	...	497
	Female ...	...	5	3	6	1	...	...	...	15
Engineering and Surveying Schools.	Male ...	...	...	...	31	...	...	...	...	31
	Female ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	12	159	339	777	198	...	109	4	1,598
	Female ...	...	6	51	138	5	...	...	...	200
Commercial Schools	Male ...	35	155	572	708	91	...	247	18	1,826
	Female ...	38	11	2	...	1	...	2	...	54
Agricultural Schools.	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Reformatory Schools.	Male ...	...	6	8	48	29	...	...	...	91
	Female ...	...	...	...	...	...	...	...	...	...
Other Schools ...	Male ...	3	22	1,418	724	299	...	99	...	2,565
	Female ...	...	28	80	30	...	...	...	2	140
Total ...		123	706	3,644	3,551	890	...	525	49	9,488
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...		5,048	20,794	98,454	*471,655	125,018	3	15,635	2,750	739,385

EDUCATION—GENERAL TABLE III-A—*concluded.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brâhmins.	Non-Brâhmins.					
PRIVATE INSTITUTIONS—									
1. ADVANCED, TEACHING—									
(*a*) Arabic or Persian. Male	...	...	12	...	71	1,332	...	23	...	1,438
Female	...	...	6	2	6	217	...	32	1	264
(*b*) Sanskrit ... Male	...	...	...	404	131	...	...	...	...	535
Female	...	...	...	14	145	...	...	...	...	159
(*c*) Any other Oriental Classic. Male	...	...	...	6	42	1	...	45	...	94
Female	...	...	...	...	20	...	...	30	...	50
2. ELEMENTARY, TEACHING—									
(*a*) A VERNACULAR ONLY OR MAINLY.									
For Males ... Male	...	...	810	532	8,362	1,397	...	29	103	11,233
Female	...	...	313	82	680	321	...	9	7	1,412
For Females ... Male	...	...	...	...	...	...	...	...	...	...
Female	...	...	11	28	135	...	...	...	35	209
(*b*) THE KORAN ONLY—									
For Males ... Male	...	...	...	...	5	12,951	...	...	...	12,956
Female	...	...	...	...		5,265	...	...	...	5265
For Females ... Male	...	...	...	...	...	488	...	...	1	489
Female	...	...	...	...	...	1,270	...	...	...	1,270
3. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Males ... Male	...	47	371	2,847	908	...	160	52	4,385
Female	...	6	8	295	371	...	13	2	695
For Females ... Male	...	...	...	...	52	...	...	...	52
Female	...	...	38	524	51	...	...	...	613
TOTAL OF PRIVATE INSTITUTIONS ...	...	1,205	1,485	13,263	24,624	...	341	201	41,119
GRAND TOTAL OF ALL INSTITUTIONS ...	5,048	21,999	99,939	484,916	149,672	3	15,976	2,951	780,504

* Out of these there are 46,208 Lingayats and 19,813 Jains. Of the Lingayats 57 are in Arts Colleges, 12 in Professional Colleges, 1,155 in Secondary Schools, 44,878 in Primary Schools and 106 in Special Schools. Of the Jains 116 are in Arts Colleges, 76 in Professional Colleges, 2,323 in Secondary Schools, 17,064 in Primary Schools and 234 in Special Schools.

GENERAL TABLE III-B.

EDUCATION—GENERAL

GOVERNMENT

Number of European Colleges, Schools and Scholars in the British Districts

Class of Institution.	PUBLIC INSTITUTIONS.											
	Managed by Government.				Under Private Management.							
					Aided by Government or Local Funds or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13
UNIVERSITY EDUCATION.												
Arts Colleges.												
English ... ... For males ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
For females ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
Colleges for Professional Training.												
Teaching ... ... For males ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
For females ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
Total ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
SCHOOL EDUCATION, GENERAL.												
Secondary Schools.												
High Schools for males	...	...	...	...	11	1,502	1,40	1,221	...	...	...	...
Middle Schools—English—for males ...	...	...	...	...	11	691	589	497	...	...	...	...
High Schools for females	...	...	...	...	13	2,057	1,847	1,673	...	...	...	...
Middle Schools—English—for females ...	...	...	...	...	6	246	231	169	...	...	...	...
Total ...	...	...	...	...	41	4,496	4,184	3,562	...	...	...	...
Primary Schools.												
For males	...	...	...	...	...	.....	.....	.....	...	...	...	...
For females	...	...	...	...	...	.....	.....	.....	...	...	...	...
Total ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
School Education, Special.												
Training Schools ... For males ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
For females ...	...	...	...	...	3	39	43	38	...	...	...	...
Schools of Art ... For males ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
For females ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
Engineering and Surveying Schools. For males ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
For females ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
Technical and Industrial Schools. For males ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
For females ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
Commercial Schools ... For males ...	...	...	...	...	1	2	23	22	...	...	...	...
For females ...	...	...	...	...	2	25	20	16	...	...	...	...
Other Schools ... For males ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
For females ...	...	...	...	...	...	.....	.....	.....	...	...	...	...
Total ...	...	...	...	...	6	89	85	76	...	...	...	...
Total of Colleges and Schools of Public Instruction	...	...	...	...	47	4,402	4,269	3,638	...	...	...	...
PRIVATE INSTITUTIONS ...	Other Schools not conforming to Departmental Standards—											
	For males											
	For females											
	Total of Private Institutions ...											
	Grand Total of all Institutions ...											

TABLE III-B.

OF INDIA.

of the Bombay Presidency for the official year 1916-1917.

Grand Total of Institutions.	Grand Total of Scholars on 31st March, 1917.	Number of Scholars on 31st March learning			Number of girls in boys' schools.	Number of boys in girls' schools.	Classification of Scholars on 31st March according to Race or Creed.								Remarks.
		English.	A classical language.	A vernacular language.			Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Mahomedans.	Buddhists.	Pársis.	Others.	
									Brahmins.	Non-brahmins.					
14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.	28.	29.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
11	1,502	1,502	768	3	230	...	1,385	83	4	11	18	...	36	45	
11	601	601	81	...	205	...	592	...	...	...	...	...	3	6	
13	2,057	2,057	907	6	...	354	1,755	131	6	7	18	...	99	41	
6	246	246	8	...	...	74	213	16	...	...	...	...	7	10	
41	4,406	4,406	1,764	11	435	428	3,945	230	10	18	36	...	145	102	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	39	39	3	...	...	...	32	6	1	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	23	...	...	...	...	...	22	...	...	...	...	...	...	...	
2	25	...	...	...	...	...	24	...	...	...	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
6	86	39	3	...	...	...	78	6	1	...	1	...	...	...	
47	4,492	4,445	1,767	11	435	428	3,923	236	11	18	37	...	145	102	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
47	4,492	4,445	1,767	11	435	428	3,923	236	11	18	37	...	145	102	

Expenditure on Public Instruction in the British Districts of the

PUBLIC

Objects of Expenditure.	UNDER PUBLIC MANAGEMENT.													
	Managed by Government.							Managed by Local Funds and Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.														
English ... ... For males ...	2,01,961	...	...	99,407	13,622	...	3,14,590	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental ... ... For males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.														
Law ... ... For males ...	14,377	...	...	48,770	1,880	...	36,027	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine ... ... For males ...	1,09,880	...	...	1,32,371	2,732	...	2,44,983	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering ... ... For males ...	92,755	...	...	20,016	...	180	1,12,792	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching ... ... For males ...	42,018	...	...	...	...	...	42,018	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture ... ... For males ...	87,089	...	...	...	...	...	87,089	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Veterinary ... ... For males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial ... ... For males ...	34,015	...	...	25,757	...	...	59,772	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Forestry ... ... For males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5,47,109	...	...	3,26,343	18,234	180	9,01,926	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.														
Secondary Schools.														
High Schools for males	2,27,960	...	...	2,25,593	5,699	1,378	4,59,631	14,395	...	19,749	33,247	400	900	68,691
Middle Schools for males. English ...	40,064	...	...	33,453	...	54	70,541	34,050	3,777	39,002	70,366	501	1,287	1,46,979
Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
High Schools for females	25,934	...	...	5,631	3,144	...	34,609	...	...	...	...	...	...	...
Middle Schools for females. English ...	...	...	...	...	...	...	...	...	...	445	198	...	...	643
Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2,93,758	...	...	2,64,677	8,174	1,432	5,64,411	48,451	3,777	59,236	1,03,791	761	2,187	2,18,213
Primary Schools.														
For males	(a)31,791	600	...	2,093	...	...	34,484	28,03,196	5,17,451	7,87,074	2,93,781	4,566	39,940	45,44,498
For females	(b)17,766	...	...	...	...	...	17,766	2,00,439	1,34,888	3,71,794	7,516	795	6,389	6,71,619
Total ...	49,557	600	...	2,093	...	...	52,250	31,03,635	6,52,339	10,58,868	3,01,297	5,361	47,329	52,16,018
SCHOOL EDUCATION, SPECIAL.														
Training Schools ... For males ...	1,06,294	40,813	4,490	163	195	2,240	2,19,908	13,906	...	...	...	...	...	13,906
For females ...	30,467	4,879	3,240	...	1,608	739	90,503	1,200	...	1,217	...	...	...	2,417
School of Art ... ... For males ...	69,833	...	...	7,525	3,761	973	74,142	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools ... ... For males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE IV.

OF INDIA.

Bombay Presidency for the Official Year 1916-1917.

INSTITUTIONS.

Under Private Management.											Total Expenditure from						
Aided by Government or by Local or Municipal Boards.							Unaided.										
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
92,367	7,000	12,150	7,37,519	7,440	40,685	4,97,470	17,223	...	6,433	23,666	2,60,823	7,000	12,150	3,94,562	21,071	47,118	7,75,716
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	14,577	...	...	48,770	1,880	...	36,075
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	1,09,500	...	...	1,32,371	2,732	...	2,44,603
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	92,555	...	...	30,046	...	189	1,12,792
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	42,01	...	...	...	...	...	42,016
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	82,096	...	...	...	...	...	82,096
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	34,015	...	...	35,757	...	...	69, 72
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
92,367	7,000	12,150	7,37,519	7,440	40,685	4,97,470	17,223	...	6,433	23,666	6,39,567	7,000	12,150	6,31,305	5,680	47,307	13,63,002
(a)31,832	2,500	9,500	5,57,975	42,835	2,10,900	11,70,388	3,61,919	56,58	37,102	4,35,622	5,94,087	2,500	29,309	11,63,734	1,04,600	2,40,420	21,84,732
1,08,028	4,540	9,127	1,60,034	10,973	1,63,421	4,61,123	59,924	19,153	45,870*	1,24,942	1,82,148	8,917	48,289*	3,26,727	20,427	2,10,487	9,06,305
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
(b)1,10,031	...	600	1,37,591	17,421	1,20,101	5,86,852	6,909	11,135	...	18,044	1,36,769	...	600	1,49,533	21,702	1,20,305	4,38,903
84,119	200	1,200	84,488	3,609	91,147	2,11,013	639	2,924	2,202	5,854	84,119	200	1,744	50,235	8,584	93,429	2,17,311
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
3,34,014	7,240	20,427	9,15,090	76,838	5,86,569	25,30,386	4,19,391	89,770	75,279*	5,84,440	9,97,123	11,117	80,392*	16,90,319	1,75,313	6,64,641	35,97,531
(c)10,338	5,147	37,231	1,12,848	48,677	5,38,248	7,91,489	20,915	34,141	35,704	90,760	30,74,325	5,21,198	5,44,405	4,81,637	87,584	4,10,292	53,71,341
(f) 64,662	527	20,041	30,915	42,108	1,57,083	2,31,336	3,076	3,716	8,824	15,616	2,82,857	1,25,415	3,07,835	41,507	46,159	1,72,176	9,76,348
2,04,000	5,674	60,272	1,42,763	90,785	6,95,331	10,22,825	23,991	37,857	44,528	1,06,376	33,57,182	6,46,613	11,52,240	4,23,144	1,33,743	5,82,467	63,47,389
3,500	...	...	...	...	4,910	8,410	...	...	...	...	1,83,794	46,615	4,499	102	193	7,159	2,42,364
13,644	...	...	4,078	...	26,413	44,135	441	...	10,169	10,610	92,691	8,929	4,597	4,919	1,808	37,311	1,50,005
...	...	...	...	...	...	...	...	...	...	...	60,833	...	...	7,175	5,761	373	74,142
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....

PUBLIC

UNDER PUBLIC MANAGEMENT—*continued.*

Objects of Expenditure.	Maintained by Government.							Managed by Local Funds and Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
GENERAL EDUCATION, SPECIAL.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Medical Schools ... (For males	57,802	349	...	13,026	606	5,857	77,640	...	...	...	...	...	...	...
(For females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. (For males	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(For females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. (For males	31,330	300	2,555	6,958	4,046	2,572	49,761	17,110	10,406	6,719	6	1,391	2,947	38,579
(For females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ... (For males	...	...	...	...	...	...	...	843	...	1,507	405	...	...	2,755
(For females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ... (For males	...	572	...	...	...	...	572	...	...	...	...	...	...	...
(For females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools ... (For males	2,405	...	...	...	...	2,406	1	...	...	...	...	...	...	...
(For females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... (For males	78,619	...	2,500	5,195	...	90	86,404	2,020	...	649	...	...	...	3,269
(For females	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	4,73,144	58,805	12,634	28,408	13,805	14,317	5,00,122	35,854	10,406	10,092	502	1,391	2,497	60,742
Total Direct Expenditure ...	19,63,670	57,465	12,634	6,27,939	38,914	15,924	21,16,729	31,87,919	6,06,612	11,28,196	4,07,590	7,353	47,362	54,34,031
Buildings, Furniture and Apparatus ...	1,12,478	...	...	...	...	...	1,12,478	4,43,139	40,352	35,360	...	...	7,513	5,26,364
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous.														
Hostel (Boarding) Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Indirect Expenditure	1,12,478	...	...	...	...	...	1,12,478	4,43,139	40,352	35,360	...	...	7,513	5,26,364
Total Expenditure on Public Instruction	19,76,147	57,465	12,634	6,27,939	38,914	15,924	21,29,207	36,31,049	6,46,964	11,63,556	4,07,590	7,353	54,875	59,61,387

The amount of imperial funds shown as provincial revenues in columns 2, 9, 15 and 27 which is expended upon institutions, etc., included in General Table III direct and through the medium of provincial funds is Rs. 14,606. This is distributed under the following heads :—

Ordinary grants :—

	Rs.
	1,350(*a*)
	1,000(*b*)
	5,500(*c*)
	437(*d*)
	674(*e*)
	836(*f*)
	12,985

	Rs.
Drawing grant ...	165(*g*)
Furniture ...	1,000(*h*)
Scholarships ...	556(*i*)
Total ...	14,606

TABLE IV—*continued.*

INSTITUTIONS—*continued.*

Under Private Management.											Total Expenditure from						
Aided by Government or by Local or Municipal Boards.							Unaided.										
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	57,682	549	...	10,031	696	5,657	74,610
...	...	...	...	...	...	...	...	...	254	254	...	...	...	...	...	120	374
2,900	1,700	150	2,753	...	...	7,503	...	...	...	...	2,900	1,700	150	2,753	...	...	7,503
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,07,929	5,725	21,859	20,884	7,000	52,252	2,74,905	326	3,076	1,225	4,676	2,16,363	16,571	30,827	20,784	15,412	28,677	3,04,790
6,257	...	...	...	2,175	20,106	28,538	...	...	6,872	6,872	6,257	...	...	...	2,175	20,978	29,410
2,225	...	...	3,389	3,678	5,238	11,330	41,766	2,272	5,353	49,391	3,074	...	1,507	47,681	3,950	7,901	63,723
1,356	...	...	800	...	633	2,795	...	...	...	...	1,356	...	...	806	...	633	2,795
...	...	...	...	...	1,343	1,343	...	...	...	...	...	372	...	...	...	1,343	2,115
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	—2,465	...	...	...	...	3,466	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(c)29,267	...	7,894	3,231	3,056	21,009	67,757	387	4	1,440	1,830	1,30,585	...	17,045	9,113	5,060	22,898	1,84,700
6,126	...	...	443	...	5,978	12,547	...	...	...	...	6,126	...	...	443	...	5,978	12,547
2,53,204	7,425	29,897	35,884	16,909	1,35,382	4,80,121	42,929	5,351	25,712	73,992	7,42,202	74,785	87,533	1,07,772	37,987	1,77,748	11,32,026
11,54,465	27,489	1,58,945	13,72,586	1,93,634	12,56,853	41,63,902	5,01,555	1,33,001	1,51,937	7,86,493	37,06,054	7,41,916	12,97,130	20,11,630	3,72,932	14,71,933	1,26,01,142
(d)2,20,898	...	602	17,057	18,192	2,16,296	4,72,987	1,840	9,403	726	11,981	7,82,215	40,358	30,852	18,997	27,590	2,16,549	11,25,961
...	...	...	...	...	...	...	...	...	...	...	55,000	...	...	2,75,344	—47,779	...	2,82,565
...	...	...	...	...	...	...	...	...	...	...	66,646	...	...	...	...	...	66,646
...	...	...	...	...	...	...	...	...	...	...	6,45,061	...	...	...	...	5,019	6,50,080
...	...	...	...	...	...	...	...	...	...	...	12,063	2,590	...	8,995	16,684	9,734	50,072
...	...	...	...	...	...	...	...	...	...	...	5,402	...	...	...	...	...	5,402
...	...	...	...	...	...	...	...	...	...	...	16,580	...	...	...	5,827	560	22,967
...	...	...	...	...	...	...	...	...	...	...	(e)93,445	15,841	1,042	5,214	16,595	8,171	77,961
...	...	...	...	...	...	...	...	...	...	...	6,232	44,876	6,405	91	2,268	1,079	60,973
...	...	...	...	...	...	...	...	...	...	...	1,168	2,428	...	...	...	682	4,278
...	...	...	...	...	...	...	...	...	...	...	5,490	3,170	1,133	132	3,775	5,514	19,214
...	...	...	...	...	...	...	...	...	...	...	9,031	...	831	...	911	2,960	13,733
...	...	...	...	...	...	...	...	...	...	...	1,56,434	30,379	7,631	1,79,842	68,033	3,40,149	6,82,468
...	...	...	...	...	...	...	...	...	...	...	31,697	16,134	...	5,656	2,919	17,891	72,301
...	...	...	...	...	...	...	...	...	...	...	1,87,471	36,513	7,631	1,85,998	70,952	3,58,040	7,54,606
2,20,898	...	602	17,057	18,192	2,16,296	4,72,987	1,840	9,403	726	11,981	18,64,783	1,40,781	51,946	6,42,261	91,029	5,31,615	30,87,617
13,81,363	27,489	1,59,457	13,89,623	2,11,826	14,67,131	46,33,839	5,03,275	1,42,404	1,52,663	8,00,142	75,50,137	8,87,297	13,49,076*	26,53,891	4,63,961	19,83,770	1,56,88,759

*This amount includes Rs. 150 paid by a Municipality to an unaided middle school for males in the Northern Division.

EDUCATION—GENERAL

GOVERNMENT

Expenditure on Public Instruction for Europeans in the British Districts of

Objects of Expenditure.	PUBLIC INSTITUTIONS.									
	Under Public Management.					Under				
	Managed by Government.					Aided by Government or by Local or Municipal Boards.				
	Provincial Revenues.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.
1	2	3	4	5	6	7	8	9	10	11
UNIVERSITY EDUCATION.										
Arts Colleges.										
English ... ... { For males ...										
{ For females ...										
Colleges for Professional Training.										
Teaching ... { For males ...										
{ For females ...										
Total ...										
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
High Schools for males ...						*10,912		900	72,471	19,411
Middle Schools—English—for males ...						16,130		50	11,677	4,777
High Schools for females ...						79,730		500	82,485	7,709
Middle Schools—English—for females ...						7,191			8,344	332
Total ...						2,02,963		1,450	1,80,977	31,979
Primary Schools.										
For males										
For females										
Total ...										
SCHOOL EDUCATION, SPECIAL.										
Training Schools ... { For males ...										
{ For females ...						6,091			4,328	
Engineering and Surveying Schools. { For males ...										
{ For females ...										
Technical and Industrial Schools. { For males ...										
{ For females ...										
Commercial Schools ... { For males ...						500			2,882	
{ For females ...						1,356			809	
Other Schools ... ... { For males ...						1,845			323	
{ For females ...						1,493			157	
Total ...						11,485			8,526	
Total, Direct Expenditure ...						2,14,471		1,450	1,89,503	31,979
Buildings, furniture and apparatus ...						*1,43,576				
Inspection										
Scholarships held in—										
Arts Colleges										
Medical Colleges										
Other Professional Colleges ...										
Secondary Schools										
Primary Schools										
Medical Schools										
Technical and Industrial Schools										
Miscellaneous.										
Hostel (Boarding) Charges ...										
Miscellaneous										
Total ...										
Total Indirect Expenditure ...						1,43,576				
Total Expenditure on Public Instruction ...						3,58,047		1,450	1,89,503	31,979

*The amount of Imperial funds shown as provincial revenues in columns 2, 7 and 18 which is expended upon institutions, etc., included in General Table III direct and

TABLE IV-A.

OF INDIA.

the Bombay Presidency for the Official Year 1916-1917.

Private Management.						TOTAL EXPENDITURE FROM						Grand Total.
		Unaided.										
Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and others sources.	
12	13	14	15	16	17	18	19	20	21	22	23	24
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
41,389	2,28,083	.....	.....	.....	.....	*89,912	.....	900	72,471	13,411	41,389	2,28,083
64,559	66,963	.....	.....	.....	.....	16,130	.....	50	11,477	4,377	64,559	96,993
64,309	2,44,402	.....	.....	.....	.....	79,753	.....	500	92,485	7,569	64,300	2,44,607
10,089	22,747	.....	.....	.....	.....	7,191	.....	.....	4,344	523	10,089	22,747
1,81,036	5,92,225	.....	.....	.....	.....	2,07,983	.....	1,450	1,80,777	25,979	1,87,036	5,92,225
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5,885	16,324	.....	.....	.....	.....	6,001	.....	.....	4,358	.....	5,885	16,324
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1,806	5,188	.....	.....	.....	.....	500	.....	.....	2,882	.....	1,806	5,188
633	2,795	.....	.....	.....	.....	1,306	.....	.....	666	.....	633	2,795
565	2,723	.....	.....	.....	.....	1,845	.....	.....	313	.....	565	2,723
605	2,458	.....	.....	.....	.....	1,098	.....	.....	157	.....	605	2,458
9,494	29,508	.....	.....	.....	.....	13,489	.....	.....	8,536	.....	9,494	29,508
1,90,530	6,21,733	.....	.....	.....	.....	2,14,471	.....	1,450	189,303	25,979	1,90,530	6,21,733
1,10,295	2,63,832	.....	.....	.....	.....	*1,42,576	.....	.....	.....	.....	1,10,256	2,63,832
.....	.....	.....	.....	.....	.....	9,066	.....	.....	.....	.....	.....	9,066
.....	.....	.....	.....	.....	.....	1,800	.....	.....	.....	.....	.....	1,800
.....	.....	.....	.....	.....	.....	600	.....	.....	.....	.....	600	600
.....	.....	.....	.....	.....	.....	6,421	.....	.....	.....	.....	580	6,901
.....	.....	.....	.....	.....	.....	*2,454	.....	.....	.....	4,296	1,392	9,142
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	32,709	.....	.....	98,900	15,251	42,167	2,13,027
.....	.....	.....	.....	.....	.....	4,172	.....	.....	.....	.....	.....	4,172
.....	.....	.....	.....	.....	.....	36,881	.....	.....	98,900	15,251	42,167	2,13,199
1,10,295	2,63,832	.....	.....	.....	.....	2,21,998	.....	.....	98,900	19,547	1,54,376	4,94,649
3,00,736	8,75,565	.....	.....	.....	.....	436,379	.....	1,450	2,88,203	45,526	3,44,906	11,16,413

*ed through the medium of provincial funds is Rs. 9,721. This is distributed under the following heads:—

165 } Drawing grant.
8,500 } Direct expenditure.
1,000 } Maintenance grant.
56 } Furniture.
Scholarships.

Total ... 9,721

Stages of Instruction of Pupils in Public Schools for General Education in the

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2			Total Secondary Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage. 3		
			Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SECONDARY SCHOOLS—														
For Males.														
Government ... English ...	27	8,407	4,977	3	4,980	3,426	1	3,427	8,403	4	8,407	...	...	...
Local Fund ... English ...	4	420	159	...	159	261	...	261	420	...	420	...	...	...
Municipal Fund... English ...	55	5,870	1,831	...	1,831	4,024	15	4,039	5,855	15	5,870	...	...	...
Aided ... English ...	209	33,035	10,844	65	10,909	16,929	289	17,218	27,773	354	28,127	1,666	148	1,814
Unaided ... English ...	93	14,157	5,427	55	5,482	7,899	210	8,109	13,326	265	13,591	146	17	163
Total ...	388	61,884	23,238	123	23,361	32,539	515	33,054	55,777	638	56,415	1,812	165	1,977
For Females.														
Government ... English ...	2	558	...	176	176	...	382	382	...	558	558	...	...	...
Local Fund ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal Fund... English ...	2	10	...	...	...	...	10	10	...	10	10	...	...	...
Aided ... English ...	67	7,448	...	833	833	8	2,298	2,306	8	3,131	3,139	83	1,001	1,084
Unaided ... English ...	6	650	...	140	140	3	444	447	3	584	587	...	...	...
Total ...	77	8,666	...	1,149	1,142	11	3,134	3,145	11	4,283	4,294	83	1,001	1,084
Total, Secondary Schools ...	465	70,550	23,238	1,272	24,510	32,550	3,649	36,199	55,788	4,921	60,709	1,895	1,166	3,061
PRIMARY SCHOOLS—														
For Males.														
Government	22	1,970	...	...	...	...	...	...	...	...	...	433	4	437
Local Fund	7,073	371,778	...	...	...	...	...	...	...	...	...	62,164	820	62,984
Municipal Fund	786	112,505	...	...	...	...	...	...	...	...	...	26,180	118	26,298
Aided	1,635	77,106	...	...	...	...	...	...	...	...	...	8,762	284	9,046
Unaided	109	6,935	...	...	...	...	...	...	...	...	...	1,180	24	1,205
Total ...	9,645	570,354	...	...	...	...	...	...	...	...	...	98,719	1,251	99,970
For Females.														
Government	7	729	...	...	...	...	...	...	...	...	...	...	104	104
Local Fund	468	24,824	...	...	...	...	...	...	...	...	...	3	2,227	2,230
Municipal Fund	322	33,657	...	...	...	...	...	...	...	...	...	26	3,144	3,170
Aided	293	21,776	...	...	...	...	...	...	...	...	...	105	2,830	2,938
Unaided	20	1,278	...	...	...	...	...	...	...	...	...	14	229	243
Total ...	1,110	82,264	...	...	...	...	...	...	...	...	...	151	8,534	8,685
Total, Primary Schools ...	10,755	652,618	...	...	...	...	...	...	...	...	...	98,870	9,785	108,655
Grand Total ...	11,220	723,168	23,238	1,272	24,510	32,550	3,649	36,199	55,788	4,921	60,709	100,765	10,951	111,716

TABLE V.

OF INDIA.

British Districts of the Bombay Presidency at the end of the Official Year 1916-1917.

Lower Primary Stage.									Total Primary Stage.			Grand Total.		
Comprising all pupils who have not passed beyond the Lower Primary Stage.														
Reading Printed Books.			Not Reading Printed Books.			Total.								
4			5											
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
...	...	...	...	...	...	...	...	...	...	...	...	8,403	4	8,407
...	...	...	...	...	...	...	...	...	...	...	...	420	...	420
...	...	...	...	...	...	...	...	...	...	...	...	5,855	15	5,870
2,506	397	2,903	122	64	186	2,628	461	3,089	4,294	609	4,903	32,067	963	33,030
332	71	403	...	...	...	332	71	403	478	88	566	13,804	353	14,157
2,838	468	3,306	122	64	186	2,960	532	3,492	4,772	697	5,469	60,549	1,335	61,884
...	...	...	...	...	...	...	...	...	...	...	...	...	558	558
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	10	10
666	1,562	2,228	201	293	507	870	2,355	3,225	953	3,356	4,309	961	6,487	7,448
...	63	63	...	...	...	...	63	63	...	63	63	3	647	650
666	2,025	2,691	204	303	507	870	2,418	3,288	953	3,419	4,372	964	7,702	8,666
3,504	2,493	5,997	326	457	783	3,830	2,950	6,780	5,725	4,116	9,841	61,513	9,057	70,570
993	41	1,034	381	118	499	1,374	159	1,533	1,807	163	1,970	1,807	163	1,970
192,721	14,565	207,287	86,547	14,960	101,507	279,268	29,525	308,794	341,432	30,346	371,778	341,432	30,346	371,778
57,369	1,902	59,271	23,886	3,110	26,996	81,255	5,012	86,267	107,435	5,130	112,565	107,435	5,130	112,565
40,055	4,023	44,078	20,033	3,949	23,982	60,088	7,972	68,060	68,850	8,256	77,106	68,850	8,256	77,106
3,753	198	3,951	1,479	300	1,779	5,232	498	5,730	6,412	523	6,935	6,412	523	6,935
294,891	20,730	315,621	132,326	22,437	154,763	427,217	43,167	470,384	525,936	44,418	570,354	525,936	44,418	570,354
...	430	430	...	195	195	...	625	625	...	729	729	...	729	729
38	13,509	13,547	14	9,033	9,047	52	22,542	22,594	55	24,769	24,824	55	24,769	24,824
155	17,951	18,106	174	12,207	12,381	329	30,158	30,487	355	33,302	33,657	355	33,302	33,657
1,007	11,193	12,200	626	5,922	6,548	1,723	17,115	18,838	1,831	19,945	21,776	1,831	19,945	21,776
74	636	710	29	296	325	103	932	1,035	117	1,161	1,278	117	1,161	1,278
1,364	43,719	45,083	843	27,653	28,496	2,207	71,372	73,579	2,358	79,906	82,264	2,358	79,906	82,264
296,255	64,449	360,704	133,169	50,090	183,259	429,424	114,539	543,963	528,294	124,324	652,618	528,294	124,324	652,618
293,789	65,942	366,701	133,495	50,547	184,042	433,254	117,489	550,743	534,019	128,440	662,459	580,807	133,361	723,168

EDUCATION—GENERAL TABLE V-A.

GOVERNMENT OF INDIA.

Table showing the number of pupils in each stage of instruction, classified according to sex, race or creed in the British Districts of the Bombay Presidency at the end of the official year 1916-17.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 1—9.	Depressed classes.	Total of columns 10-11.	Remarks.
				Brahmans.	Non-Brahmans.								
1		2	3	4	5	6	7	8	9	10	11	12	13
College Stage ...	Males ...	64	214	2,843	2,415	214	2	767	33	6,552	...	6,552	
	Females .	11	37	31	38	1	...	51	8	177	...	177	
High Stage ...	Males ...	177	459	8,640	10,240	1,582	...	2,018	87	23,203	35	23,238	
	Females .	165	201	150	308	2	...	401	43	1,271	1	1,272	
Middle Stage ...	Males ...	564	1,113	9,447	15,375	2,990	...	2,652	210	32,351	199	32,550	
	Females .	547	564	363	815	44	...	1,202	112	3,647	2	3,649	
Upper Primary Stage.	Males ...	556	2,766	14,067	63,642	16,461	1	962	164	98,619	2,146	100,765	
	Females .	548	895	2,370	5,048	1,026	...	715	142	10,744	207	10,951	
Lower Primary Stage.	Males ...	1,190	8,594	35,831	280,385	79,593	...	3,034	1,142	409,885	23,569	433,254	
	Females .	1,102	5,245	21,068	60,496	22,328	...	3,308	760	114,307	3,182	117,489	
Special Schools .	Males ...	52	458	3,280	3,112	839	...	486	26	8,253	89	8,342	
	Females .	71	248	364	350	51	...	39	23	1,146	...	1,146	
Private Institutions.	Males ...	...	869	1,313	10,614	17,129	...	257	156	30,338	844	31,182	
	Females .	...	336	172	1,511	7,495	...	84	45	9,643	294	9,937	
Grand Total...	Males ...	2,603	14,473	75,421	385,783	118,724	3	10,176	1,818	609,001	26,882	635,883	
	Females .	2,445	7,526	24,518	68,566	30,947	...	5,800	1,133	140,935	3,686	144,621	
	Total ...	5,048	21,999	99,939	454,349	149,671	3	15,976	2,951	749,936	30,568	780,504	

Note.—Column 11 will contain the total of all depressed classes, whether Hindu, Muhammadan, Animistic, etc. The preceding columns and the total in column 10 will give the numbers of those belonging to the creeds or races specified exclusive of those who are regarded as depressed classes and hence shown in column 11. The grand total of columns 10 and 11 (as shown in column 12) together will accordingly equal the grand total of pupils shown in General Tables I and III.

GENERAL TABLE VI.

Results of the Prescribed Examinations in the British Districts

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1		2	3	4	5	6	7	8	9	10
Arts Colleges.										
Doctor of Philosophy	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Doctor of Science	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Master of Arts	Males ...	3	4	...	7	27	74	...	2	103
	Females ...	1	2	...	3	1	2	...	...	3
Master of Science	Males ...	...	2	...	2	...	2	...	...	2
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Arts (Honours) ...	Males ...	3	4	...	7	103	208	...	21	332
	Females ...	2	3	...	5	3	6	...	...	9
Bachelor of Arts (Pass)	Males ...	3	4	...	7	114	386	...	148	648
	Females ...	1	3	...	4	1	9	...	2	12
Bachelor of Science (Honours) ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Science (Pass) ...	Males ...	2	3	...	5	11	55	...	3	69
	Females ...	1	...	...	1	1	...	...	...	1
Intermediate in Arts	Males ...	3	4	1	8	250	621	31	200	1,102
	Females ...	3	3	...	6	7	14	...	1	22
Intermediate in Science	Males ...	2	4	...	6	29	118	...	10	157
	Females ...	...	...	...	...	...	...	...	...	...
Oriental Colleges.										
Master of Oriental Learning ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Oriental Learning ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Intermediate, Oriental Faculty ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Title examinations conducted by Universities or taken by students from institutions of Collegiate grade. — Sanskrit ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Arabic ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Persian ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Pali ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Hindi ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Urdu ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Bengali ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.										
Law.										
Doctor of Law	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Master of Law	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	4	4
Bachelor of Law	Males ...	1	...	...	1	436	...	...	...	436
	Females ...	...	...	...	...	...	...	...	...	...

TABLE VI.

OF INDIA.

of the Bombay Presidency during the Official Year 1916-1917.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Mahomedans.	Buddhists.	Pārsis.	Others.
							Brāhmins.	Non-Brāhmins.				
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
17	39	...	1	57	...	1	50		2	...	4	...
...	2	...	...	2	...	...	.....		...	...	2	...
...	2	...	...	2	...	...	1		...	...	1	...
...	...	...	...	...	...	...	.....		...	...	...	...
82	161	...	11	254	1	13	208		13	...	19	...
3	6	...	...	9	1	2	1		...	...	5	...
65	192	...	50	307	1	7	261		10	...	28	...
1	6	...	...	7	...	...	5		...	...	1	1
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
9	25	...	1	35	...	1	22		...	...	12	...
...	...	...	...	...	...	...	.....		...	...	...	...
184	418	16	98	716	1	13	634		19	...	44	5
6	11	...	...	17	1	2	8		...	...	6	...
15	56	...	2	73	...	...	50		...	...	14	...
...	...	...	...	...	...	...	.....		...	...	...

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1		2	3	4	5	6	7	8	9	10
Commerce.										
Bachelor of Commerce	Males	1	...	...	1	50	...	...	...	50
	Females	...	...	...	...	...	...	...	...	...
Medicine.										
Doctor of Medicine or Surgery	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Doctor of Hygiene	Males	1	...	...	1	1	...	...	...	1
	Females	...	...	...	...	...	...	...	...	...
Master of Surgery	Males	1	...	...	1	1	...	...	...	1
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Medicine or Surgery, Part I.	Males	1	...	...	1	121	...	...	...	121
	Females	1	...	...	1	5	...	...	...	5
Bachelor of Medicine or Surgery, Part II.	Males	1	...	...	1	143	...	...	...	143
	Females	1	...	...	1	4	...	...	...	4
Bachelor of Hygiene	Males	1	...	...	1	1	...	...	...	1
	Females	...	...	...	...	...	...	...	...	...
Licentiate of Medicine and Surgery, Part I.	Males	1	...	...	1	29	...	...	...	29
	Females	1	...	...	1	1	...	...	...	1
Licentiate of Medicine and Surgery, Part II.	Males	1	...	...	1	12	...	...	...	12
	Females	1	...	...	1	1	...	...	...	1
Engineering.										
Master of Civil Engineering	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Civil Engineering	Males	1	...	...	1	68	...	...	...	68
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Mechanical Engineering.	Males	1	...	...	1	3	...	...	...	3
	Females	...	...	...	...	...	...	...	...	...
Examinations not conducted by Universities for— Civil Engineers	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Mechanical Engineers	Males	1	...	...	1	10	...	...	...	10
	Females	...	...	...	...	...	...	...	...	...
Electrical Engineers	Males	1	...	...	1	7	...	...	...	7
	Females	...	...	...	...	...	...	...	...	...
Upper Subordinates	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Lower Subordinates (Sub-Overseers).	Males	1	...	...	1	25	...	...	...	25
	Females	...	...	...	...	...	...	...	...	...
P. W. D. Accountants	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	59	59
Teaching										
Post-graduate degrees or licences (S. T. College Diploma).	Males	1	...	...	1	29	3	...	1	33
	Females	...	...	...	...	...	...	...	...	...
Under-graduate licenses or diplomas (S. T. College Diploma).	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Agriculture.										
Master of Agriculture	Males	...	...	...	...	...	...	...	1	1
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Agriculture	Males	1	...	...	1	30	...	...	...	30
	Females	...	...	...	...	...	...	...	...	...
Licentiate of Agriculture	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Veterinary Examinations (G. B. V. C.)	Males	1	...	...	1	38	...	...	...	38
	Females	...	...	...	...	...	...	...	...	...

TABLE VI—*continued.*

Number Passed.					Race or Creed of Passed Scholars.							
							Hindus.					
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians	Indian Christians.	Brahmins.	Non-Brahmins.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
26	...	...	...	26	...	...	23		...	...	3	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
1	...	...	...	1	...	1	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
72	...	...	...	72	2	7	52		2	...	8	1
5	...	...	...	5	...	3	.....		...	...	2	...
82	...	...	...	82	1	9	59		2	...	11	...
4	...	...	...	4	...	2	.....		...	...	2	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
21	...	...	...	21	...	4	13		...	...	4	...
...	...	...	...	...	...	...	.....		...	...	...	...
11	...	...	...	11	...	1	5		2	...	3	...
1	...	...	...	1	...	1	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
45	...	...	...	45	...	...	33		...	...	12	...
...	...	...	...	...	...	...	.....		...	...	...	...
2	...	...	...	2	...	...	2		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
10	...	...	...	10	1	...	5	1	3	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
6	...	...	...	6	...	...	3	1	1	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
16	...	...	...	16	...	...	15	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	14	14	...	...	5	9	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
28	3	...	1	32	...	...	15	13	1	...	...	3
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
...	...	...	...	...	...	...	.....		...	...	...	...
30	...	...	...	30	1	2	19		4	...	4	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
23	...	...	...	23	...	1	12	6	3	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

Nature of Examination.			Number of Institutions sending Examinees.				Number of Examinees.				
			Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1			2	3	4	5	6	7	8	9	10
Commercial Examinations.											
London Chamber of Commerce Examination.	Senior	Males	...	2	31	33	...	5	625	23	653
		Females	...	...	...	...	...	...	...	...	...
	Junior	Males	...	2	27	29	...	12	137	3	152
		Females	...	...	...	...	...	...	...	...	...
Technological Examinations.											
Victoria Jubilee Technical Institute Examinations.	L. M. E.*	Males	...	1	...	1	...	16	...	...	16
		Females	...	...	...	...	...	...	...	...	...
	L. T. M.*	Males	...	1	...	1	...	4	...	...	4
		Females	...	...	...	...	...	...	...	...	...
	L. E. E.*	Males	...	1	...	1	...	33	...	...	33
		Females	...	...	...	...	...	...	...	...	...
	L. T. C.*	Males	...	1	...	1	...	2	...	...	2
		Females	...	...	...	...	...	...	...	...	...
	In Metal Working and Enamelling*	Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
	Motor Mechanies Class. Theory	Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
	Motor Mechanies Class. Practical.	Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Schools for General Education.											
Matriculation		Males	21	68	19	108	211	1,437	862	576	3,786
		Females	2	19	6	27	10	77	30	28	155
School Final or Leaving Certificate.		Males	26	56	6	88	536	478	66	87	1,167
		Females	...	1	...	1	...	1	...	...	1
'B' Final Examination		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
High School Examination for Europeans.		Males	...	7	...	7	...	16	...	...	16
		Females	...	6	...	6	...	18	...	...	18
Cambridge Senior Examination		Males	...	11	...	11	...	42	...	4	46
		Females	...	13	...	13	...	69	...	3	72
Do. Junior Examination		Males	...	12	...	12	...	72	...	7	79
		Females	...	15	...	15	...	73	...	1	74
Do. Preliminary Examination.		Males	...	12	1	13	...	68	3	3	74
		Females	...	12	...	12	...	80	2	3	85
Vernacular High (Final) Examination.		Males	1,254	85	103	1,442	4,805	421	599	1,673	7,498
		Females	2	1	1	4	6	4	3	2	15
Anglo-Vernacular Middle Examination.		Males	49	154	66	269	1,796	3,924	1,480	...	7,200
		Females	2	26	2	30	71	320	72	...	463
Vernacular Middle Examination		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Middle Examination for Europeans.		Males	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...
Upper Primary Examination		Males	2,995	550	12	3,557	35,626	4,915	176	...	40,717
		Females	537	140	1	678	2,721	889	5	...	3,615
Lower Primary Examination		Males	6,282	975	25	7,282	47,139	6,259	331	...	53,729
		Females	652	192	7	851	4,483	1,847	27	...	6,357

* 1st Class 5; 2nd Class 8; Pass Class 1.
1st Class 3; 2nd Class 1.
1st Class 5; 2nd Class 16, Pass Class 6.
1st Class 1; 2nd Class 1.

TABLE VI—*continued*.

Number Passed.					Race or Creed of Passed Scholars.							
							Hindus.					
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Brâhmins.	Non-Brâhmins.	Mahomedans.	Buddhists.	Pârsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	1	220	9	230	4	13	56	85	7	...	65	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	31	...	31	...	...	5	8	...	...	18	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	14	...	...	14	...	1	7	6	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	4	...	...	4	...	...	2	1	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	27	...	...	27	...	3	8	7	...	...	9	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	...	...	2	...	...	...	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
349	575	269	112	1,305	6	42	1,026		71	...	152	8
9	34	18	4	65	4	11	21		1	...	25	3
264	213	32	19	528	...	12	253	222	28	...	12	1
...	1	...	...	1	...	1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	9	...	...	9	4	4	...	...	...	...	...	1
...	10	...	...	10	5	3	1	...	...	...	...	1
...	18	...	2	20	15	...	...	1	...	...	3	1
...	35	...	...	35	29	4	...	...	...	...	2	...
...	28	...	2	30	23	3	...	1	...	...	3	...
...	34	...	...	34	24	5	...	...	1	...	4	...
...	39	1	1	41	35	2	...	...	...	...	4	...
...	43	1	2	46	28	9	3	1	...	...	5	...
2,444	171	300	346	3,261	...	24	1,228	1,473	480	9	3	44
3	1	1	1	6	...	...	2	4	...	...	...	...
1,106	2,423	1,009	...	4,538	2	123	1,310	2,102	473	1	468	59
82	231	61	...	324	9	39	40	64	6	...	147	19
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
19,955	2,734	119	...	22,808	...	340	4,516	14,516	3,028	20	290	98
1,664	510	5	...	2,179	...	131	616	1,114	161	4	142	11
28,856	3,716	183	...	32,755	6	686	6,641	20,264	4,421	23	582	132
2,895	1,325	14	...	4,234	...	122	1,163	2,258	346	17	311	17

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1		2	3	4	5	6	7	8	9	10
Schools for Special Instruction.										
*Training School Examinations for Masters—										
Secondary		...	...	...	...	...	...	...	...	...
Primary		5	1	...	6	1,202	30	...	322	1,554
Technical (Normal Class Examination at the College of Engineering).		1	...	...	1	2	...	...	...	2
*Training School Examinations for Mistresses—										
Secondary		...	...	...	...	...	...	...	...	...
Primary		5	10	3	18	282	214	45	26	567
†Teachers' Examinations for those who are not students of a Training School.		2	47	1	50	4	82	1	...	87
School of Art Examinations. Elementary Drawing Examination.	Males ...	104	194	99	397	793	1,411	371	32	2,607
	Females ...	4	34	7	45	21	213	28	3	265
Intermediate Drawing Examination.	Males ...	87	128	52	267	424	556	122	78	1,180
	Females ...	4	28	7	39	7	92	28	1	128
Drawing Teachers' Examination.	Males ...	1	...	...	1	21	...	...	...	21
	Females ...	1	...	...	1	6	...	...	...	6
Drawing Masters' Examination.	Males ...	8	1	...	9	8	...	...	...	8
	Females ...	...	...	...	...	...	..	...	...	...
Art Masters' Examination .	Males ...	1	...	...	1	12	...	...	...	12
	Females ...	...	...	...	...	...	...	...	...	...
Others	Males ...	14	...	...	14	137	...	...	14	151
	Females ...	2	...	...	2	6	...	...	...	6
Engineering School Examinations.	Males ...	...	1	...	1	...	34	...	...	34
	Females ...	...	...	...	...	...	...	...	...	...
Examination in Surveying ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Industrial School Examination ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	3	...	...	...	...	...	...	...	...
English Medical Examination ...	Males ...	...	...	...	3	103	...	...	...	106
	Females ...	..	...	1	1	..	...	3	...	3
Commercial School Examination.	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Tapedars' Agricultural School Examination.	Males ...	1	...	...	1	124	...	...	7	131
	Females ...	...	...	...	...	...	...	...	...	...
Title or other Oriental examinations conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. Sanskrit ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Arabic ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Persian ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Pali ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Other School Examinations .	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...

* Figures in respect of all years' examinations are added together (3 years in the case of masters and 3 or 4 years in the case of mistresses).
† Figures of the Secondary Teachers' Certificate Examination are shown here.

TABLE VI—*concluded.*

Number Passed.					Race or Creed of Passed Scholars.							
							Hindus.					
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Brâhmins.	Non-Brâhmins.	Mahomedans.	Buddhists.	Pârsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
1,121	18	...	217	1,356	...	39	616	489	211	...	...	1
1	...	...	...	2	...	...	2	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
225	169	24	12	430	...	151	126	104	24	...	19	5
1	61	1	...	63	7	7	24	10	...	...	6	...
384	590	146	14	1,124	26	123	307	512	82	...	69	5
2	97	12	1	112	33	27	8	17	1	...	26	...
243	284	54	31	612	18	64	198	242	43	...	41	6
9	52	7	...	68	15	20	4	8	...	...	19	2
11	...	..	...	11	...	...	4	6	1	...	...	...
5	...	...	...	5	...	2	...	1	...	...	2	...
4	...	...	...	4	...	...	3	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	..	...
6	...	...	...	6	...	...	4	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
92	...	.	6	98	1	3	46	38	2	...	7	1
6	...	...	...	6	..	1	...	2	...	...	2	1
...	28	...	...	28	...	...	...	28	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
101	...	...	...	101	...	5	60	27	4	...	2	3
...	...	3	...	3	...	...	...	...	3	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
82	...	...	6	88	...	...	...	50	38	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

GOVERNMENT OF

Return showing the Distribution of Local Board and Municipal Expenditure on

EXPENDITURE OF DISTRICT LOCAL BOARDS ON PUBLIC INSTRUCTION.

Objects of Expenditure.	In Institutions managed by District Local Boards.											In Institutions managed by			
	Number of Institutions.	Number of Scholars on the Rolls at the end of the year.	Average number on the Rolls during the year.	Daily Average Attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Endowments.	Subscriptions and other Sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	Total Local Board Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. — For Boys. — *Arts Colleges.* — English	..	..	..	..	..	..	..	..	..	..	..	..	..	7,000	7,000
For Boys. — Professional	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	7,000	7,000
SPECIAL EDUCATION, GENERAL. — *Secondary Schools.* — For Boys. — High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	7,500	7,500
For Boys. — Middle Schools. — English	4	459	419	352	5,130	2,962	..	4,678	..	..	12,670	..	815	4,546	8,327
For Boys. — Middle Schools. — Vernacular	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
For Girls. — High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
For Girls. — Middle Schools. — English	..	..	..	..	..	..	..	..	..	..	..	..	..	300	300
For Girls. — Middle Schools. — Vernacular	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	4	459	419	352	5,130	2,962	..	4,678	..	..	12,670	..	815	7,846	11,117
Primary Schools. — For Boys	7,073	271,778	261,520	224,709	25,09,182	4,73,607	..	1,74,088	3,175	21,491	31,82,393	600	43,614	5,147	5,31,354
For Girls	468	24,821	24,206	16,256	1,62,963	1,11,697	..	..	11	..	2,14,666	..	13,181	327	1,28,405
Total	7,541	296,599	285,726	240,965	26,72,145	5,85,304	..	1,74,088	3,186	21,491	33,96,059	600	56,795	5,474	6,59,759
SPECIAL EDUCATION. — *Schools for Special Instruction.* — Training Schools for Masters	13	80	87	82	13,980	..	..	..	..	..	13,980	42,615	..	..	56,595
Training Schools for Mistresses	..	..	..	..	..	..	..	..	..	..	..	6,859	..	..	6,859
School of Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medical Schools	..	..	..	..	..	..	..	..	..	..	..	549	..	..	549
Engineering and Surveying Schools	..	..	..	..	..	..	..	..	..	..	..	1,700	..	..	1,700
Technical and Industrial Schools	5	428	406	324	10,070	8,906	451	..	..	737	20,253	300	1,500	3,715	16,021
Commercial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	372	..	..	372
Other Schools	..	..	..	..	226	..	..	..	..	..	226	..	..	..	..
Total	18	508	493	406	24,276	8,906	451	..	..	737	34,479	50,995	1,500	7,425	78,396
Total Direct Expenditure	7,563	297,599	286,727	241,753	26,49,561	5,97,462	451	1,79,266	3,186	22,228	34,44,244	57,465	59,110	27,439	7,41,295
Buildings, Furniture and Apparatus	..	..	..	..	23,275	60,252	..	..	..	7,503	91,130	..	..	..	91,130
Inspection	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Scholarships held in — Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,500
Scholarships held in — Secondary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	15,544
Scholarships held in — Primary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	44,850
Scholarships held in — Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,408
Scholarships held in — Technical and Industrial Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3,174
Scholarships held in — Other Special Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous — Hostel (Boarding) charges	..	..	..	..	..	..	..	..	..	..	..	..	..	..	39,327
Miscellaneous	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16,124
Total Indirect Expenditure	..	..	..	..	23,275	60,252	..	..	..	7,503	91,130	..	..	..	1,45,727
GRAND TOTAL	7,563	297,599	286,727	241,753	26,72,836	6,57,714	451	1,79,266	3,186	29,731	35,35,374	57,465	59,110	27,439	8,87,022

TABLE VII.

INDIA.

Public Instruction in the British Districts of the Bombay Presidency for the Official Year 1916-1917.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

In Institutions managed by Municipal Boards.											In Institutions managed by					Remarks.
Number of Institutions.	Number of Schools on the 31st March.	Average number on the rolls monthly during the year.	Average daily Attendance.	Provincial grants.	Municipal Rates.	Board Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Boards on Public Instruction.	
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	..	..	..	..	..	..	..	..	..	..	..	..	12,150	12,150	19,150	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	12,150	12,150	19,150	
6	1,375	1,460	1,233	14,795	19,789	..	25,247	460	60	60,351	..	..	9,580	29,369	31,869	
250	4,405	4,790	4,162	28,926	30,602	615	65,768	301	1,297	1,26,509	..	..	9,287	48,289	50,606	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	800	800	800	
2	10	11	8	..	443	..	198	..	..	643	..	..	1,299	1,744	2,044	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
87	5,880	6,261	5,403	43,721	50,836	615	90,213	761	1,357	2,05,503	..	..	20,266	80,202	91,319	
285	113,568	112,917	85,406	2,94,014	7,87,071	43,644	1,11,065	1,291	14,859	13,62,075	..	..	27,331	8,44,466	12,67,003	
322	33,657	32,966	21,894	37,451	2,71,795	13,191	7,514	724	6,989	3,38,944	..	..	58,681	3,07,835	4,33,253	
3,159	146,232	145,881	106,939	4,91,405	11,58,863	56,835	1,23,639	2,115	21,157	17,50,019	..	..	93,372	11,32,240	18,00,859	
..	..	..	..	..	..	..	..	..	..	..	1,400	..	..	1,400	31,104	
1	76	72	19	1,200	1,217	..	..	..	..	2,417	2,200	..	..	4,617	13,536	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	549	
..	..	..	..	..	..	..	..	..	..	..	..	..	150	150	1,650	
4	152	162	118	70,40	6,359	1,500	6	1,201	1,700	17,806	2,545	450	21,562	30,827	47,846	
1	50	35	72	949	1,807	..	499	..	..	2,832	..	..	..	1,807	1,807	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	572	
..	14	10	11	2,473	649	..	..	..	..	3,122	7,500	..	7,994	11,643	11,643	
6	242	285	220	11,562	9,642	1,500	505	1,201	1,700	26,357	13,634	450	19,607	52,533	1,97,139	
4,171	152,344	1,52,427	1,12,402	5,46,348	11,97,796	59,150	2,28,324	4,167	23,144	19,90,979	13,634	450	1,56,905	11,97,125	20,38,641	
..	..	..	..	69,864	25,360	..	..	..	10	1,95,234	..	..	682	26,042	76,204	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,506	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,042	10,986	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	5,005	50,303	
..	..	..	..	..	..	..	..	..	5	..	..	..	..	..	2,428	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,133	4,307	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	621	621	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	7,085	28,054	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16,154	
..	..	..	..	69,864	25,360	..	..	..	10	1,95,234	..	..	682	31,948	1,97,159	
4,171	152,344	152,427	112,402	616,212	12,23,156	59,150	2,28,324	4,167	23,154	21,86,213	13,634	450	1,57,587	12,29,073	22,35,800	

EDUCATION—GENERAL TABLE VIII.

Attendance and Expenditure in Hostels or Boarding-houses in the British Districts of the Bombay Presidency for the official year 1916-1917.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Capital Expenditure from						Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government—														
Males	35	3,118	491	420	728	91	1,388	21,296	...	307	718	2,468	24,789	
Females	5	307	...	...	68	9	230	2,438	...	...	...	...	2,438	
Managed by Local or Municipal Boards—														
Males	20	411	...	...	152	247	12	...	24,970	125	...	...	25,095	
Females	...	...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by Local or Municipal Boards—														
Males	95	4,701	588	24	2,335	1,347	407	293	...	3,407	30,353	1,774	35,827	
Females	42	2,632	3	26	1,770	674	129	24,035	...	60	14,971	03	39,139	
Unaided—														
Males	17	681	...	18	483	152	30	...	...	7,624	4,130	7,076	18,830	
Females	5	218	...	...	11	154	53	...	...	1,036	11,363	143	12,542	
Total—	219	12,068	1,082	486	5,547	2,674	2,249	47,632	24,970	12,559	61,535	11,964	1,58,660	
Males	167	8,911	1,079	460	3,698	1,837	1,837	21,589	24,970	11,463	35,201	11,318	1,04,541	
Females	52	3,127	3	26	1,849	837	412	26,043	...	1,096	26,334	646	54,119	
Grand Total ...	219	12,038	1,082	486	5,547	2,674	2,249	47,632	24,970	12,559	61,535	11,964	1,58,660	

EDUCATION—GENERAL TABLE IX.

Number and qualifications of Teachers in the British Districts of the Bombay Presidency for the official year 1916-1917.

			(a) In Primary Schools.						(b) In Middle Schools.					
			Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.
In Schools for Indians.	Teachers of Vernacular.	Trained	83	6,172	2,697	497	54	9,503	...	...	...	...	...	...
		Untrained	18	9,407	3,015	2,893	297	15,630	...	...	...	...	...	...
		Total	101	15,579	5,712	3,390	351	25,133	...	...	...	...	...	...
	Anglo-Vernacular teachers and teachers of classical languages.	Trained	...	...	...	...	...	...	25	4	28	70	18	145
		Untrained	...	...	...	...	...	...	39	18	235	525	235	1,052
		Total	...	...	...	...	...	...	64	22	263	595	253	1,197
		Possessing a degree	...	...	...	...	...	...	43	3	37	65	22	170
		Possessing no degree	...	...	...	...	...	...	21	19	226	530	231	1,027
		Total	...	...	...	...	...	...	64	22	263	595	253	1,197
In Schools for Europeans.	Trained		...	...	...	...	...	...	...	...	...	145	3	148
	Untrained		...	...	...	...	...	...	...	...	...	293	23	316
	Total		...	...	...	...	...	...	...	...	...	438	26	464
	Possessing a degree		...	...	...	...	...	...	...	...	...	19	7	26
	Possessing no degree		...	...	...	...	...	...	...	...	...	419	19	438
	Total		...	...	...	...	...	...	...	...	...	438	26	464
	Grand total of all Teachers		101	15,579	5,712	3,390	351	25,133	64	22	263	1,033	279	1,661

			(c) In High Schools.						(d) In Colleges. (Arts colleges only affiliated to the University.)						Grand Total.
			Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	
In Schools for Indians.	Teachers of Vernacular.	Trained	...	...	...	6	8	14	...	...	...	...	...	...	9,517
		Untrained	...	...	...	...	...	...	...	...	...	...	...	...	15,630
		Total	...	...	...	6	8	14	...	...	...	...	...	...	25,147
	Anglo-Vernacular teachers and teachers of classical languages.	Trained	213	...	10	215	33	471	3	...	...	13	...	16	632
		Untrained	209	...	68	900	443	1,620	60	...	...	96	9	165	2,837
		Total	422	...	78	1,115	476	2,091	63	...	...	109	9	181	3,469
		Possessing a degree	294	...	25	339	176	834	57	...	...	102	9	168	1,173
		Possessing no degree	128	...	53	776	300	1,257	6	...	...	7	...	13	2,347
		Total	422	...	78	1,115	476	2,091	63	...	...	109	9	181	3,520
In Schools for Europeans.	Trained		...	...	...	138	...	138	...	...	...	...	...	...	286
	Untrained		...	...	...	157	5	162	...	...	...	...	...	...	478
	Total		...	...	...	295	5	300	...	...	...	...	...	...	764
	Possessing a degree		...	...	...	49	3	52	...	...	...	...	...	...	78
	Possessing no degree		...	...	...	246	2	248	...	...	...	...	...	...	686
	Total		...	...	...	295	5	300	...	...	...	...	...	...	764
	Grand total of all Teachers		422	...	78	1,416	489	2,405	63	...	...	109	9	181	29,380

EDUCATION—GENERAL TABLE X.

Classification of pupils by ages in the British Districts of the Bombay Presidency for 1916-1917.

Ages.	Schools for General Education.												Arts Colleges.							Grand Total.
	Infants.		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	Total.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or Post Graduate Class.	Total.	
	A.	B.																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	17	18	19	20	21
Below 5 ...	17,834	5,226	360	35	15	...	...	...	...	...	...	22,471	...	...	...	...	...	...	...	22,471
5 to 6 ...	34,650	13,236	5,634	609	26	3	...	...	...	...	...	54,218	...	...	...	...	...	...	...	54,218
6 to 7 ...	39,305	13,173	15,985	5,257	967	21	1	...	...	...	...	79,709	...	...	...	...	...	...	...	79,709
7 to 8 ...	34,261	14,993	20,484	17,583	3,839	664	17	...	...	...	...	87,845	...	...	...	...	...	...	...	87,845
8 to 9 ...	24,023	9,850	21,621	18,366	8,878	3,096	449	6	...	...	...	87,689	...	...	...	...	...	...	...	87,689
9 to 10 ...	15,363	7,411	19,685	19,295	13,525	6,471	1,386	101	1	...	...	83,118	...	...	...	...	...	...	...	83,118
10 to 11 ...	8,776	4,327	14,958	17,438	15,300	10,674	2,772	655	23	...	...	73,708	...	...	...	...	...	...	...	73,708
11 to 12 ...	5,283	2,899	10,504	12,912	14,704	11,736	4,837	1,983	130	1	...	65,939	...	...	...	...	...	...	...	65,939
12 to 13 ...	2,721	1,089	6,710	8,702	11,523	10,117	4,976	2,572	682	2	...	49,044	...	...	...	...	...	...	...	49,044
13 to 14 ...	866	566	4,197	6,170	8,563	8,738	4,781	2,934	1,310	10	3	38,087	...	...	...	...	...	...	...	38,087
14 to 15 ...	575	282	2,413	3,924	5,788	6,472	4,665	2,883	2,058	50	17	29,107	...	...	...	...	...	...	...	29,107
15 to 16 ...	336	138	1,320	2,077	3,557	4,275	3,071	2,625	2,379	88	47	20,513	...	...	...	...	...	...	...	20,513
16 to 17 ...	230	73	652	974	1,910	2,893	2,573	2,957	2,963	85	44	14,114	219	5	...	...	...	315	315	14,329
17 to 18 ...	134	37	354	459	909	1,408	1,728	1,958	2,208	27	37	8,996	378	148	13	...	1	...	540	9,536
18 to 19 ...	93	26	110	200	406	753	1,030	1,183	1,651	43	15	5,510	503	270	135	26	11	...	945	6,455
19 to 20 ...	50	57	105	105	202	374	544	731	1,173	16	4	3,362	403	272	240	134	16	1	1,075	4,437
Over 20 ...	173	107	193	161	183	331	390	528	1,352	10	...	3,328	455	427	400	753	63	15	2,113	5,441
Total ...	184,012	77,887	125,316	108,230	90,382	68,396	33,150	20,155	15,240	333	167	723,168	1,949	1,122	797	913	91	16	4,888	728,056

APPENDIX B.

SPECIAL RETURN FOR EUROPEAN AND ANGLO-INDIAN SCHOOLS FOR 1916-17.

No. 1.

Attendance.

Class of Institutions.	Aided Schools.				Unaided Schools.				Number of pupils on 31st March learning			Classification of pupils according to race or creed.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
	Number of Institutions.	Number of pupils on Rolls on 31st March, 1917.	Average monthly number.	Average daily attendance.	Number of Institutions.	Number of pupils on Rolls on 31st March, 1917.	Average monthly number.	Average daily attendance.	English.	A Classical Language.	A Vernacular Language.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.	Non-Hindus.	Mahomedans.	Buddhists.	Parsis.	Others.		
For Boys ... High Schools	11	1,502	1,403	1,321	...	...	...	...	1,502	716	5	1,225	83	4	11	18	...	66	65	290	...
For Boys ... Middle Schools	11	601	389	407	...	...	...	...	601	81	...	502	...	...	...	...	...	3	6	205	...
For Girls ... High Schools	13	2,057	1,967	1,879	...	...	...	...	2,057	907	6	1,755	131	6	7	18	...	99	41	...	294
For Girls ... Middle Schools	6	246	245	169	...	...	...	...	246	8	...	213	16	...	...	...	...	7	10	...	74
Total, Secondary Schools ...	41	4,406	4,104	3,862	...	...	...	...	4,406	1,712	11	3,845	230	10	18	36	...	165	102	495	428
Normal Classes	2	39	43	38	...	...	...	...	39	3	...	32	6	1	...	...	...	...	...	...	...
Commercial Schools	3	47	42	38	...	...	...	...	...	...	...	46	...	...	...	1	...	...	...	...	...
Total, Special Schools ...	5	86	85	76	...	...	...	...	39	3	...	78	6	1	...	1	...	...	...	...	...
Grand Total ...	47	4,492	4,189	3,938	...	...	...	...	4,445	1,715	11	3,923	236	11	18	37	...	165	102	495	428

No. 2.

Expenditure on European Schools in the Bombay Presidency for 1916-17

Class of Institutions.	Aided Institutions.								Unaided Institutions.				Total Expenditure from						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Native State Revenues.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Native State Revenues.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys — High Schools	66,912	...	900	72,471	13,411	41,389	...	2,39,083	...	...	...	...	66,912	...	900	72,471	13,411	41,389	...	2,39,083
For Boys — Middle Schools	16,130	...	50	11,477	4,777	64,519	...	96,993	...	...	...	...	16,130	...	50	11,477	4,777	64,519	...	96,993
For Girls — High Schools	29,750	...	500	92,495	7,599	64,299	...	2,44,402	...	...	...	...	29,750	...	500	92,495	7,599	64,299	...	2,44,402
For Girls — Middle Schools	7,191	...	...	4,344	523	10,689	...	22,747	...	...	...	...	7,191	...	...	4,344	523	10,689	...	22,747
Total	2,02,983	...	1,450	1,80,777	25,979	1,81,096	...	5,92,226	...	...	...	...	2,02,983	...	1,450	1,80,777	25,979	1,81,096	...	5,92,226
Normal Schools	6,091	...	...	4,355	...	5,885	...	16,334	...	...	...	...	6,091	...	...	4,355	...	5,885	...	16,334
Commercial Schools	1,856	...	...	3,625	...	2,479	...	7,960	...	...	...	...	1,856	...	...	3,625	...	2,479	...	7,960
Other Schools	3,541	...	...	480	...	1,170	...	5,191	...	...	...	...	3,541	...	...	480	...	1,170	...	5,191
Total	11,488	...	...	8,526	...	9,494	...	29,508	...	...	...	...	11,488	...	...	8,526	...	9,494	...	29,508
Scholarships	12,245	...	...	..	4,296	1,982	...	18,523	...	...	...	...	12,245	...	...	...	4,296	1,982	...	18,523
Buildings and Furniture	1,40,576	...	...	...	...	1,10,256	...	2,53,832	...	...	...	...	1,40,576	...	...	...	...	1,10,256	...	2,53,832
Miscellaneous	4,172	...	...	...	...	...	...	4,172	...	...	...	...	4,172	...	...	...	...	...	...	4,172
Hostel (Boarding Charges)	52,709	...	...	96,950	15,351	42,167	...	2,09,077	...	...	...	...	52,709	...	...	96,950	15,351	42,167	...	2,09,077
Total	2,12,742	...	...	96,950	19,647	1,54,375	...	4,85,614	...	...	...	...	2,12,742	...	...	96,950	19,647	1,54,375	...	4,85,614
Grand Total	4,27,213	...	1,450	2,86,253	45,626	3,44,965	...	11,07,347	...	...	...	...	4,27,213	...	1,450	2,86,253	45,626	3,44,965	...	11,07,347

No. 3.

Stages of Instruction of pupils in European Schools of the Bombay Presidency for 1916-17.

	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage.						Total.		
										Reading printed books.			Not reading printed books.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Boys	178	37	215	519	105	624	402	103	505	422	202	624	77	58	135	1,598	495	2,093
Girls	...	154	154	2	498	500	36	439	475	282	610	892	128	165	293	448	1,875	2,323
Total ...	178	191	369	521	603	1,124	438	542	980	694	811	1,505	205	223	429	2,046	2,370	4,416

No. 4.

Return showing the attendance and expenditure in Boys' and Girls' Boarding houses for European Schools in the Bombay Presidency for 1916-17.

Class of Hostels or Boarding houses.	Number of		Number of Boarders who are Students of					Expenditure.							
	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Local Funds.	Native State Revenues, &c.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
For Boys.															
Aided by Government	8	695	...	...	761	...	22	22,383	...	32,647	11,864	17,106	...	...	84,020
For Girls.															
Aided by Government	14	918	1	9	848	...	61	30,316	...	66,304	3,367	25,001	...	...	1,25,007
Total ...	22	1,613	1	9	1,609	...	74	52,699	...	98,950	15,231	42,107	...	...	2,09,027

APPENDIX C.

EDUCATION—GENERAL TABLE I.

GOVERNMENT OF INDIA.

Abstract statement of Colleges, Schools and Scholars in the Native States of the Bombay Presidency at the end of the official year 1916-1917.

(For details *see* General Table III.)

Area and Population.				Particulars.	Public Institutions.								Private Institutions.			Grand Total.	Average number of towns and villages served by		Percentage to Population of Scholars in	
					University Education.		School Education, General.			School Education, Special.		Total								
Total Area in Square Miles.	Number of Towns* and villages.		Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.	Training Schools.	All other Special Schools.		Advanced.	Elementary.	Total.		Public Institutions.	Public or Private Institutions.	Public Institutions.	Public or Private Institutions.
1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
				Institutions.																
	Towns* ...	130	Males ... 3,761,367	For Males ...	3	...	177	2,955	3,132	2	21	3,158	62	673	735	3,893	4·7	3·8	...	...
65,756	Villages ...	14,831	Females ... 3,645,279	For Females ...	...	...	5	297	302	1	...	303	7	213	220	523	40·4	28·6	...	...
	Total ...	14,961	Total ... 7,406,646	Total ...	3	...	182	3,252	3,434	3	21	3,461	69	886	955	4,416	4·3	3·1	...	...
				Scholars.																
				Males ...	626	...	21,481	167,681	189,162	90	753	190,791	1,790	25,491	27,281	217,982	...	...	5·1	5·8
				Females ...	...	...	607	33,907	34,514	66	...	34,580	330	6,919	6,239	47,819	...	...	0·9	1·2
				Total ...	626	...	22,088	201,588	223,676	156	753	225,381	2,119	34,410	36,530	264,801	...	...	3·0	3·5

All places containing 5,000 inhabitants or upwards and all Municipalities, whatever their population, are entered as towns.

GENERAL TABLE II.

EDUCATION—GENERAL

GOVERNMENT OF

Abstract Statement of Expenditure on Public Instruction in the

[For details *see*

			TOTAL DIRECT EXPENDITURE ON			
			University Education.		School Education, General.	
			Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.
1			2	3	4	5
			Rs.	Rs.	Rs.	Rs.
1. Institutions ...	A.	For Males	1,02,240	.....	6,22,720	9,98,526
		For Females	.....	.....	16,560	1,64,337
		Total ...	1,02,240	.....	6,39,280	11,62,863
2. (a) Percentages* of Native State expenditure included in columns 2—16 to total Native State expenditure on Public Instruction.			3·9	.....	19·0	51·2
(b) Percentages* of Local Fund expenditure included in columns 2—16 to total Local Fund expenditure on Public Instruction.			.....	.....	7·9	37·6
(c) Percentages* of Municipal expenditure included in columns 2—16 to total Municipal expenditure on Public Instruction.			.....	.....	28·6	61·2
(d) Percentages of Total expenditure in columns 2—16 to Total expenditure on Public Instruction			4·2	.....	20·6	48·3
			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN—						
Native State Institutions ...		Cost to Native State Revenues ...	105 4 9	.....	19 2 10	5 0 3
		Cost to Local and Municipal Funds.	.....	.....	0 8 9	0 6 8
		Total Cost ...	149 4 1	.....	31 2 10	5 15 3
Local Fund and Municipal Board Schools‡		Cost to Native State Revenues ..	.....	.....	.....	.....
		Cost to Local and Municipal Funds.	.....	.....	.....	.....
		Total Cost ...	.....	.....	.....	.....
Aided Institutions ...		Cost to Native State Revenues ...	.....	.....	2 9 6	1 7 4
		Cost to Local and Municipal Funds.	.....	.....	.....	0 0 6
		Total Cost ...	.....	.....	19 12 1	3 6 7
Unaided Institutions		Total Cost ...	.....	.....	20 15 6	6 6 11
All Institutions ...		Cost to Native State Revenues ...	105 4 9	.....	16 5 10	4 13 1
		Cost to Local and Municipal Funds.	.....	.....	0 7 4	0 6 4
		Total Cost ...	149 4 1	.....	28 14 9	5 13 6

TABLE II.

INDIA.

Native States of the Bombay Presidency, for the Official Year 1916-1917.

General Table IV.]

Public Instruction.			Total Indirect Expenditure on Public Instruction.‡							Total Expenditure on Public Instruction.	Remarks.
School Education, Special.		Total.	Universities.	Direction.	Inspection.	Scholarships.	Buildings, Furniture and Apparatus.	Miscellaneous.	Total.		
Training Schools.	All other Special Schools.										
6	7	8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
14,655	30,108	17,68,249	...	...	81,888	34,275	2,86,523	22,091	4,24,777	21,93,026	
9,733	.....	1,90,630	...	...	...	3,968	17,748	240	21,956	2,12,586	
24,388	30,108	19,58,879	...	...	81,888	38,243	3,04,271	22,331	4,46,733	24,05,612	
1·3	1·5	76·9	...	...	4·3	1·7	16·2	0·9	23·1	100	
.....	.....	95·5	...	...	2·6	0·8	1·0	...	4·5	100	
.....	.....	89·8	...	...	...	...	10·2	...	10·2	100	
1·0	1·3	81·4	...	...	3·4	1·6	12·6	0·9	18·6	100	
Rs. a. p.	Rs. a. p.	Rs. a. p.									
163 6 1	42 14 5	6 13 7									
.....	.....	0 6 10									
171 11 11	44 8 8	8 13 10									
.....	.....	.....									
.....	.....	.....									
.....	.....	.....									
.....	2 4 5	1 11 4									
.....	.....	0 0 5									
.....	9 3 9	6 15 10									
.....	2 15 6	12 4 2									
168 6 1	37 5 11	6 7 7									
.....	.....	0 6 4									
171 11 11	39 9 0	8 13 0									

*The percentages required for 2 (a), 2 (b), 2 (c) are calculated from the figures given in columns 27, 28 and 29, respectively, of General Table IV.

†The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Colleges, Schools and Scholars in the Native States

PUBLIC

Class of Institution.			UNDER PUBLIC MANAGEMENT.							
			Managed by Native States.				Managed by Local Funds and Municipal Boards.			
			Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1			2	3	4	5	6	7	8	9
UNIVERSITY EDUCATION.	*Arts Colleges.*									
	English	for Males	3	606	685	559	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Oriental	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Colleges for Professional Training.									
	Law	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Medicine	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Engineering	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Teaching	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Agriculture	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Total		3	606	685	559	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*									
	High Schools for males		31	9,605	9,644	8,795	...	...	...	...
	Middle Schools for males	English	121	8,238	8,030	6,852	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	High Schools for females		2	423	420	369	...	...	...	...
	Middle Schools for females	English	2	122	132	96	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		156	18,469	18,226	15,812	...	...	...	...
	Primary Schools.									
	For males		2,845	185,849	169,257	173,491	...	...	...	...
	For females		286	25,613	18,571	16,881	...	...	...	...
	Total		3,071	190,462	188,828	190,372	...	...	...	...
SCHOOL EDUCATION, SPECIAL.	Training Schools	for Males	2	70	86	82	...	...	...	...
		for Females	1	66	58	54	...	...	...	...
	School of Art	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Law Schools	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Medical School	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Engineering and Surveying Schools	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Technical and Industrial Schools	for Males	6	353	308	164	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Commercial Schools	for Males	...	8	5	4	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Agricultural Schools	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Reformatory Schools	for Males	...	...	...	...	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Other Schools	for Males	11	271	238	122	...	...	...	...
		for Females	...	...	...	...	...	...	...	...
	Total		20	798	801	426	...	...	...	...
Total of Colleges and Schools of Public Instruction			3,150	210,387	208,940	152,900	...	...	...	...

PRIVATE INSTITUTIONS ...

TABLE III.

INDIA.

of the Bombay Presidency for the official year 1916-1917.

INSTITUTIONS.																
Under Private Management.										Number of Scholars on 31st March learning—						
Aided by Native States, by Local Funds or Municipal Boards.				Unaided.				Grand Total of Institutions.	Grand Total of Scholars on 31st of March.				Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	2	686	686	686	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	2	686	686	686	...	...	...	
1	1,790	1,774	1,460	2	852	414	365	38	11,908	11,908	6,141	11,536	16	...	
4	796	804	603	14	631	619	514	199	9,599	9,599	1,589	9,599	10	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	38	31	28	...	...	...	...	3	459	459	29	459	...	...	
...	...	...	...	...	...	...	...	2	122	122	10	122	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
10	2,624	2,609	2,091	16	1,483	1,033	879	287	22,680	22,676	7,769	21,706	26	...	
259	8,473	7,930	6,715	20	1,456	1,139	1,011	2,955	174,943	...	430	174,544	7,337	...	
30	1,447	1,062	732	1	155	137	79	291	26,958	...	...	26,958	...	...	35
289	9,920	8,992	7,447	21	1,611	1,276	1,090	3,246	201,901	...	430	201,502	7,337	...	35
...	...	...	...	...	...	...	...	2	90	...	90	90	...	...	
...	...	...	...	...	...	...	...	1	48	...	...	66	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	6	352	35	6	283	...	...	
...	...	...	...	...	...	...	...	...	9	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	75	72	53	1	44	30	15	15	330	...	114	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	75	72	53	1	44	30	15	28	909	35	212	439	...	...	
292	12,150	11,333	9,997	38	2,738	2,559	1,984	3,461	225,785	22,876	8,006	223,294	7,363	35	

1. Advances, Teaching—															
(a) Arabic or Persian	...	...	...	...	for Males ...	15	790	...	790	...	127	...			
					for Females ...	...	...	...	...	...	...	...			
(b) Sanskrit	...	...	...	...	for Males ...	41	1,022	...	1,022	...	52	...			
					for Females ...	4	75	...	75	...	...	15			
(c) Any other Oriental Classic...					for Males ...	6	101	...	101	...	...	...			
					for Females...	3	122	...	122	...	...	41			
2. Elementary, Teaching—															
(a) A Vernacular only or mainly					for Males ...	406	17,047	...	...	17,047	323	...			
					for Females ...	43	1,871	...	...	1,871	...	...			
(b) The Koran only	...	...	...	...	for Males ...	140	6,661	...	4,967	668	1,325	...			
					for Females ...	157	5,055	...	5,055	...	...	1,315			
3. Other Schools not conforming to Departmental Standards ...					for Males ...	47	2,479	96	82	2,303	44	...			
					for Females ...	13	790	...	...	790	...	20			
Total of Private Institutions						955	36,530	96	12,844	23,580	2,001	1,379			
Grand Total of all Institutions					for Males ...	3,803	226,021	22,321	15,501	216,957	9,364	...			
					for Females ...	333	35,760	581	5,920	29,917	...	1,314			
					Total ...	4,136	261,801	22,902	21,420	246,874	9,364	1,314			

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March 1917 in the Native States of the Bombay Presidency classified according to Sex, Race, or Creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Pārsīs.	Others.	Total.
				Brāhmins.	Non-Brāhmins.					
UNIVERSITY EDUCATION—										
Arts Colleges—										
English	Male	...	1	358	262	63	...	12	...	696
	Female	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Colleges for Professional Training—										
Law	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Veterinary	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Commercial	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Forestry	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total		...	1	358	262	63	...	12	...	696
SCHOOL EDUCATION—GENERAL—										
Secondary Schools—										
For Males—										
High Schools	Male	6	51	4,904	5,990	881	..	56	4	11,892
	Female	3	2	8	3	...	...	...	...	16
Middle Schools—										
English	Male	...	11	3,009	5,309	1,108	...	149	3	9,589
	Female	...	...	4	6	...	...	...	...	10
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Females—										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	2	6	128	286	15	...	19	3	459
Middle Schools—										
English	Male	...	...	...	...	...	...	...	...	...
	Female	...	7	50	54	11	...	...	...	122
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total		11	77	8,103	11,648	2,015	...	224	10	22,088

EDUCATION—GENERAL TABLE III-A—*continued.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.	Total.
			Bráhmins.	Non-Bráhmins.					
SCHOOL EDUCATION—GENERAL—*continued.*									
Primary Schools—									
For males ... Male	...	365	21,751	116,826	28,262	...	379	63	167,646
Female	...	44	1,651	4,545	1,073	...	20	4	7,337
For females ... Male	...	...	...	3	32	..	...	...	35
Female	...	45	6,862	16,459	2,826	...	358	20	26,570
Total ...	...	454	30,264	137,833	32,193	...	757	87	201,588
SCHOOL EDUCATION—SPECIAL—									
Training Schools ... Male	...	1	55	33	1	...	...	...	90
Female	...	...	45	21	...	...	...	...	66
School of Art ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Law Schools ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools... Male	...	4	15	98	238	...	...	...	355
Female	...	...	...	...	...	...	...	...	...
Commercial Schools . Male	...	...	1	6	...	...	1	...	8
Female	...	...	...	...	...	...	...	...	...
Agricultural Schools. Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Reformatory Schools. Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Other Schools ... Male	...	...	287	58	45	...	...	...	390
Female	...	...	...	...	...	...	...	...	...
Total ...	...	5	403	216	284	...	1	...	909
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	11	537	39,128	149,959	34,555	...	994	97	225,281
PRIVATE INSTITUTIONS—									
1. ADVANCED, TEACHING—									
(*a*) Arabic or Persian. Male	...	...	...	...	640	...	23	..	663
Female	...	...	...	...	102	...	25	...	127
(*b*) Sanskrit ... Male	...	...	618	367	...	...	...	...	985
Female	...	...	...	112	...	...	...	...	112
(*c*) Any other Oriental Classic. Male	...	...	17	119	4	...	2	...	142
Female	...	...	...	81	...	...	...	...	81

EDUCATION—GENERAL TABLE III-A—*concluded.*

	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.	Total.
			Brâhmins.	Non-Brâhmins.					
PRIVATE INSTITUTIONS—*continued.*									
2. ELEMENTARY TEACHING—									
(a) A. VERNACULAR ONLY OR MAINLY.									
For males ... Male ...	...	39	1,336	11,624	4,360	...	5	60	17,424
Female ...	...	14	16	319	169	...	2	3	523
For females ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	73	1,522	280	...	...	...	1,875
(b) THE KORAN ONLY.									
For males ... Male ...	...	...	...	...	4,410	...	...	...	4,410
Female ...	...	...	...	...	1,255	...	...	...	1,255
For females ... Male ...	...	...	...	...	1,213	...	...	...	1,213
Female ...	...	...	...	...	4,442	...	...	...	4,442
3. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For males ... Male ...	...	...	191	1,282	939	...	...	22	2,434
Female ...	...	...	8	36	...	...	...	...	44
For females ... Male ...	...	...	...	10	...	...	...	...	10
Female ...	...	...	...	780	...	...	...	...	780
TOTAL OF PRIVATE INSTITUTIONS ...	...	53	2,259	16,252	17,814	...	57	85	36,520
GRAND TOTAL OF ALL INSTITUTIONS ...	11	590	41,387	166,211	52,389	...	1,051	182	261,801

GENERAL TABLE IV.

Expenditure on Public Instruction in the Native States

PUBLIC

UNDER PUBLIC MANAGEMENT.

Objects of Expenditure.	Managed by Native States.							Managed by Local Funds and Municipal Boards.						
	Native State Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.														
English ... for males ...	72,129	...	...	28,618	...	1,493	1,02,240	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Oriental ... for males ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Colleges for Professional Training.														
Law ... for males ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Medicine ... for males ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Engineering... for males ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Teaching ... for males ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Agriculture ... for males ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Veterinary ... for males ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Commercial ... for males ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Forestry ... for males ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Total ...	72,129	...	...	28,618	...	1,493	1,02,240	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.														
Secondary Schools.														
High Schools for males	2,40,906	3,452	...	1,08,442	3,534	28,066	3,85,960	...	...	...	...	...	...	...
Middle Schools for males. { English ...	95,816	2,392	3,546	39,421	2,586	2,415	1,66,476	...	...	...	...	...	...	...
{ Vernacular .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
High Schools for females	13,374	...	...	.....	53	193	13,620	...	...	...	...	...	...	...
Middle Schools for females. { English ...	3,201	...	...	.....	...	...	3,201	...	...	...	...	...	...	...
{ Vernacular .	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Total ...	3,49,299	6,444	3,546	1,47,863	9,173	34,674	5,69,259	...	...	...	...	...	...	...
Primary Schools.														
For males	8,07,200	66,023	3,122	51,894	7,660	37,037	9,65,436	...	...	...	...	...	...	...
For females	1,38,794	4,601	2,194	77	1,652	9,795	1,57,161	...	...	...	...	...	...	...
Total ...	9,45,994	71,324	5,316	51,971	9,252	36,830	11,22,597	...	...	...	...	...	...	...

* The amount of Provincial Funds shown as Native State Revenue in columns 2, 16 and 27 which is expended upon institutions, &c., included in General Table III direct is

TABLE IV.

OF INDIA.

of the Bombay Presidency for the Official Year 1916-1917.

INSTITUTIONS.											TOTAL EXPENDITURE FROM							Remarks.
UNDER PRIVATE MANAGEMENT.																		
Aided by Government or by Native State or by Local or Municipal Boards.							Unaided.											
Native State Revenue.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Native State Revenue.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	72,129	...	...	28,618	...	1,491	1,02,240	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

PUBLIC

Objects of Expenditure.	Under Public Management.													
	Managed by Native States.							Managed by Local Funds and Municipal Boards.						
	Native State Revenues.	Local Funds.	Municipal Funds.	Total.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SCHOOL EDUCATION, SPECIAL:	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools ... for males	14,875	...	...	69	...	...	14,625	...	...	...	...	...	...	...
for females	9,335	...	...	2	...	200	9,733	...	...	...	...	...	...	...
Schools of Art ... for males	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Law Schools ... for males	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Medical Schools ... for males	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Engineering and Surveying Schools. for males	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Technical and Industrial Schools. for males	19,115	...	...	3	37	737	19,872	...	...	...	...	...	...	...
for females	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Commercial Schools ... for males	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Agricultural Schools ... for males	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Reformatory Schools ... for males	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
for females	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Other Schools ... for males	8,158	...	...	141	262	18	8,481	...	...	...	...	...	...	...
for females	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Total ...	51,483	...	...	236	787	1,454	53,742	...	...	...	...	...	...	...
Total, Direct Expenditure ...	14,99,955	77,738	10,872	2,48,678	19,067	71,128	18,97,439	...	...	...	...	...	...	...
Buildings, Furniture and Apparatus	3,05,181	819	1,271	.....	...	...	3,04,271	...	...	...	...	...	...	...
University	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Direction	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Inspection	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Medical Colleges	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Other Professional Colleges ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Secondary Schools	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Primary Schools ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Medical Schools ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Technical and Industrial Schools ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Other Special Schools	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Miscellaneous.														
Hostel (Boarding) Charges ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Miscellaneous	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Total ...	.....	...	...	.....	...	...	.....	...	...	...	...	...	...	...
Total, Indirect Expenditure ...	3,05,181	819	1,271	.....	...	...	3,04,271	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction	17,99,946	78,877	12,143	2,48,678	19,067	71,128	21,81,169	...	...	...	...	...	...	...

TABLE IV—*continued*.

INSTITUTIONS.																		
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM							
Aided by Government or by Native State or by Local or Municipal Boards.							Unaided.											
Native State Revenue.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Native State Revenue.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	REMARKS.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	14,676	...	...	89	...	...	14,658	
...	...	...	...	...	...	...	...	...	...	...	9,328	...	...	2	...	204	9,733	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	19,115	...	...	3	17	737	19,872	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
164	...	...	...	492	9	665	...	89	...	89	9,322	...	...	341	749	77	10,239	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
164	...	...	...	492	9	665	...	89	...	89	51,967	...	...	235	766	1,100	54,468	
19,712	...	287	60,451	5,904	14,751	80,893	12,391	7,685	11,200	31,276	18,71,507	81,384	12,409	2,02,153	30,153	3,01,981	24,03,587	
...	...	...	...	...	...	...	...	...	...	...	3,02,151	819	1,371	...	...	...	3,04,371	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	79,753	2,105	...	...	...	...	81,858	
...	...	...	...	...	...	...	...	...	...	...	3,429	...	...	...	3,003	...	6,432	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	19,896	...	...	304	1,856	180	21,436	
...	...	...	...	...	...	...	...	...	...	...	6,904	671	...	...	286	270	8,131	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	1,824	...	...	...	...	...	1,824	
...	...	...	...	...	...	...	...	...	...	...	225	...	...	...	52	10	287	
...	...	...	...	...	...	...	...	...	...	...	17,446	...	...	359	...	4,526	22,331	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	17,446	...	...	359	...	4,526	22,331	
...	...	...	...	...	...	...	...	...	...	...	4,31,230	3,624	1,371	723	4,357	4,976	4,46,731	
19,712	...	287	60,451	5,904	14,751	80,893	12,391	7,685	11,200	31,276	18,71,507	81,384	12,409	2,02,153	30,153	3,01,981	24,03,587	

Stages of Instruction of Pupils in Public Schools for General Education in the

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2			Total Secondary Stage.		
			Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
SECONDARY SCHOOLS.											
For Males.											
Native States ... English	152	17,904	6,088	10	6,098	11,795	11	11,806	17,883	21	17,904
Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Local Fund ... English	...	...	...	...	...	...	...	...	...	...	...
Local Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Municipal Fund ... English	...	...	...	...	...	...	...	...	...	...	...
Municipal Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Aided ... English	9	2,320	1,078	...	1,078	1,441	1	1,442	2,519	1	2,520
Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Unaided ... English	16	1,083	289	3	292	790	1	791	1,079	4	1,083
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total ...	177	21,507	7,455	13	7,468	14,026	13	14,039	21,481	26	21,507
For Females.											
Native States ... English	4	545	...	29	29	...	516	516	...	545	545
Native States ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Local Fund ... English	...	...	...	...	...	...	...	...	...	...	...
Local Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Municipal Fund ... English	...	...	...	...	...	...	...	...	...	...	...
Municipal Fund ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Aided ... English	1	36	...	9	9	...	27	27	...	36	36
Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Unaided ... English	...	...	...	...	...	...	...	...	...	...	...
Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	581	...	38	38	...	543	543	...	581	581
Total, Secondary Schools ...	182	22,088	7,455	51	7,506	14,026	556	14,582	21,481	607	22,088
PRIMARY SCHOOLS.											
For Males.											
Native States	2,685	165,049	...	...	...	...	...	...	...	...	...
Local Fund	...	...	...	...	...	...	...	...	...	...	...
Municipal Fund	...	...	...	...	...	...	...	...	...	...	...
Aided	250	8,478	...	...	...	...	...	...	...	...	...
Unaided	20	1,456	...	...	...	...	...	...	...	...	...
Total ...	2,955	174,983	...	...	...	...	...	...	...	...	...
For Females.											
Native States	296	25,403	...	...	...	...	...	...	...	...	...
Local Fund	...	...	...	...	...	...	...	...	...	...	...
Municipal Fund	...	...	...	...	...	...	...	...	...	...	...
Aided	10	1,047	...	...	...	...	...	...	...	...	...
Unaided	1	185	...	...	...	...	...	...	...	...	...
Total ...	297	26,635	...	...	...	...	...	...	...	...	...
Total Primary Schools ...	3,252	201,583	...	...	...	...	...	...	...	...	...
Grand Total ...	3,434	223,676	7,455	51	7,506	14,026	556	14,582	21,481	607	22,088

NOTE.—The number of Schools and pupils shown in this table should correspond with those Mixed Schools should be entered as Boys' Schools or Girls' Schools according

TABLE V.

OF INDIA.

Native States of the Bombay Presidency at the end of the Official Year 1916-1917.

Upper Primary Stage.			Lower Primary Stage.									Total Primary Stage.			Grand Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.														
			Reading Printed Books.			Not Reading Printed Books.			Total.								
3			4			5											
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17,88	21	04
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,519	1	2,520
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,079	4	1,083
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21,481	26	21,507
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	545	545
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36	36
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	581	581
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21,481	607	22,088
32,015	262	32,277	81,458	3,074	84,532	44,700	3,540	48,240	126,158	6,614	132,772	158,173	6,876	165,049	158,173	6,876	165,049
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
863	29	892	4,771	239	5,010	2,426	150	2,576	7,197	389	7,586	8,060	418	8,478	8,060	418	8,478
261	1	262	1,060	11	1,071	92	31	123	1,152	42	1 194	1,413	43	1,456	1,413	43	1,456
33,139	292	33,431	87,289	3,324	90,613	47,218	3,721	50,939	134,507	7,045	141,552	167,646	7,337	174,983	167,646	7,337	174,983
...	2,877	2,877	3	13,109	13,112	32	9,382	9,414	35	22,491	22,526	35	25,368	25,403	35	25,368	25,403
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	210	210	...	567	567	...	270	270	...	837	837	...	1,047	1,047	...	1,047	1,047
...	20	20	...	135	135	...	...	...	...	155	155	...	155	155	...	155	155
...	3,107	3,107	3	13,811	13,814	32	9,652	9,684	35	23,483	23,49	35	26,570	26,605	35	26,570	26,605
33,139	3,399	36,538	87,292	17,135	104,427	47,250	13,373	60,623	134,542	30,528	165,050	167,681	33,907	201,588	167,681	33,907	201,588
33,139	3,399	36,538	87,292	17,135	104,427	47,250	13,373	60,623	134,542	30,508	165,050	167,681	33,907	201,588	189,162	34,514	223,676

Returned under Primary and Secondary Schools in General Tables I and III.
as the number of boys or girls is greater.

EDUCATION—GENERAL TABLE V-A.

GOVERNMENT OF INDIA.

Table showing the number of pupils in each stage of instruction, in the Native States of the Bombay Presidency classified according to sex, race or creed.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 1—9.	Depressed classes.	Total of columns 10-11.	Remarks.
				Brahmans.	Non-Brahmans								
1		2	3	4	5	6	7	8	9	10	11	12	13
College Stage	Males	.....	1	358	262	63	...	12	...	696	.....	696	Information required for this table has not been supplied by some of the states in the Southern Division.
	Females	.....	.....	.....	.....	.....	...	...	...	.....	.....	.....	
High Stage	Males	3	29	3,394	3,141	759	...	53	2	7,381	20	7,401	
	Females	5	5	15	23	.....	...	3	...	51	.....	51	
Middle Stage	Males	3	35	4,244	7,818	1,201	...	152	5	13,458	39	13,497	
	Females	.....	10	102	304	17	...	16	3	542	.....	542	
Upper Primary Stage	Males	.....	54	5,184	17,838	5,040	...	102	2	28,220	192	28,421	
	Females	.....	10	320	2,112	418	...	52	2	3,114	12	3,126	
Lower Primary Stage	Males	.....	283	15,040	79,870	18,503	...	277	12	110,985	1,681	112,666	
	Females	.....	71	5,233	16,544	4,006	...	326	4	26,184	104	26,288	
Special Schools	Males	.....	5	358	195	284	...	1	...	843	.....	843	
	Females	.....	.....	45	21	.....	...	...	...	66	.....	66	
Private Institutions	Males	.....	39	2,162	12,956	11,566	...	30	82	26,835	446	27,281	
	Females	.....	14	97	2,833	6,248	...	27	3	9,222	17	9,239	
Grand Total	Males	6	444	30,740	119,080	37,423	...	627	103	188,425	2,378	190,803	
	Females	5	110	6,072	21,807	10,680	...	424	12	39,179	133	39,312	
	Total	11	554	36,812	140,947	48,114	.....	1,051	115	227,604	2,511	230,115	

GENERAL TABLE VI.

Results of the Prescribed Examinations in the Native States

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students	Total.
1		2	3	4	5	6	7	8	9	10
Arts Colleges.										
Master of Arts ...	Males ...	3	...	...	3	7	...	...	...	7
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Arts (Honours) ...	Males ...	3	...	...	3	69	...	...	3	72
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Arts (Pass) ...	Males ...	3	...	...	3	90	...	...	22	112
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Science (Honours) ...	Males ...	...	...	...	...	...	...	...	...	...
	Females ...	...	...	...	...	...	...	...	...	...
Bachelor of Science (Pass) ...	Males ...	1	...	...	1	3	...	...	...	3
	Females ...	...	...	...	...	...	...	...	...	...
Intermediate in Arts ...	Males ...	4	...	...	4	322	...	...	82	404
	Females ...	1	...	...	1	2	...	...	...	2
Intermediate in Science ...	Males ...	2	...	...	2	16	...	...	1	17
	Females ...	...	...	...	...	...	...	...	...	...
Schools for General Education.										
Matriculation	Males ...	33	13	3	49	777	440	56	123	1,396
	Females ...	4	1	1	6	8	1	2	...	11
School Final or Leaving Certificate.	Males ...	23	5	...	28	114	56	...	4	174
	Females ...	...	...	...	...	...	...	...	...	...
Vernacular High (Final) Examination.	Males ...	76	1	6	83	282	3	71	158	514
	Females ...	...	...	...	...	...	...	...	...	...
Anglo-Vernacular Middle Examination.	Males ...	105	7	9	121	2,035	345	106	...	2,486
	Females ...	4	...	...	4	15	...	...	...	15
Upper Primary Examination...	Males ...	1,841	89	13	1,943	14,718	496	159	...	15,373
	Females ...	210	5	2	217	1,320	27	4	...	1,351
Lower Primary Examination ...	Males ...	2,240	116	14	2,370	17,586	813	155	...	18,554
	Females ...	246	4	2	252	2,117	56	8	...	2,181
Schools for Special Instruction.										
* Training School Examinations for Masters—Primary		1	...	...	1	78	...	...	14	92
* Training School Examinations for Mistresses—Primary		1	...	...	1	52	...	...	1	53
† Teachers' Examinations for those who are not students of a Training School		1	...	...	1	1	...	...	...	1

* Figures in respect of all years' examinations are added together (3 years in the case of masters and 3 or 4 years in the case of mistresses).
† Figures of the Secondary Teachers' Certificate Examination are shown here.

TABLE VI.

OF INDIA.

of the Bombay Presidency during the Official Year 1916-1917.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Others.
							Brahmins.	Non-Brahmins.				
11	12	13	14	15	16	17	18	19	20	21	22	23
4	...	...	...	4	...	...			...	...	1	...
...	...	...	...	...	...	...		.....	...	...	...	...
49	...	...	2	51	...	...		46	5	...	...	...
...	...	...	...	...	...	...		.....	...	...	...	...
63	...	...	5	68	...	...		60	4	...	4	...
...	...	...	...	...	...	...		.....	...	...	..	...
...	...	...	...	...	...	...		.....	...	...	...	...
...	...	...	...	...	...	...		.....	...	...	...	...
3	...	...	...	3	...	...		3	...	...	...	...
...	...	...	...	...	...	...		.....	...	...	...	...
187	...	...	32	219	...	...		205	13	...	1	...
1	...	...	...	1	...	...		1	...	...	...	...
6	...	...	1	7	...	1		6	...	...	...	...
...	...	...	...	...	...	...		.....	...	...	...	...
332	119	19	21	491	...	1		463	10	...	17	...
5	...	...	...	5	...	1		2	1	...	...	1
35	10	...	4	49	...	...	37	6	5	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
150	3	39	29	221	...	...	111	100	10	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
1,192	121	68	...	1,381	...	...	461	777	123	...	20	...
8	...	...	...	8	...	...	...	...	3	...	5	...
8,797	255	118	...	9,170	...	14	1,902	5,980	1,228	...	15	31
1,012	19	3	...	1,034	...	2	317	639	58	...	5	13
11,569	474	107	...	12,150	...	13	2,400	7,765	1,916	...	12	44
1,511	41	6	...	1,558	...	3	257	552	738	...	6	2
75	...	...	10	85	...	...	49	34	2		...	...
52	...	...	1	53	...	...	38	15	...	...	...	...
1	...	...	...	1	...	...	1	...	...	...	...	...

EDUCATION—GENERAL TABLE VIII.

Attendance and expenditure in Hostels or Boarding-houses for Schools in Native States of the Bombay Presidency for the Official Year 1916-17.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of					Capital Expenditure from						Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	State Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Managed by Native States—								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Males	14	590	145	...	277	65	360	8,432	...	...	...	359	8,791	
Females	1	53	...	...	...	2	51	240	...	...	...	...	240	
Managed by Local or Municipal Boards—														
Males	...	...	...	...	...	...	...	...	...	...	...	...	...	
Females	...	...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Native State, or by Local or Municipal Boards—														
Males	...	...	...	...	...	...	...	...	...	...	...	...	...	
Females	...	...	...	...	...	...	...	...	...	...	...	...	...	
Unaided—														
Males	...	...	...	...	...	...	...	...	...	...	...	...	...	
Females	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total—	15	643	145	...	277	67	420	8,672	...	...	...	359	9,031	
Males	14	590	145	...	277	65	360	8,432	...	...	...	359	8,791	
Females	1	53	...	...	...	2	51	240	...	...	...	...	240	
Grand Total ...	15	643	145	...	277	67	420	8,672	...	...	...	359	9,031	

N.B.—The body of the report will contain a statement of the typical total cost of a boarder, separately for Indians and for Europeans, and where necessary for different types of Schools.

EDUCATION—GENERAL TABLE X.

Classification of pupils by ages in the Native States of the Bombay Presidency for 1916-17.

Ages.	Schools for General Education.												Arts Colleges.							Grand Total.
	Infants.		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	Total.	1st year.	2nd year.	3rd year	4th year.	5th year.	6th year or Post Graduate Class.	Total.	
	A.	B.																		
Below 5	3,017	785	50	2	...	...	...	...	...	...	...	3,854	...	...	...	...	...	...	...	3,854
5 to 6	6,019	5,339	1,547	62	4	...	...	...	...	...	...	12,971	...	...	...	...	...	...	...	12,971
6 to 7	8,434	7,608	4,318	1,139	56	5	...	...	...	...	...	21,560	...	...	...	...	...	...	...	21,560
7 to 8	8,659	7,664	3,212	4,177	700	242	2	...	...	...	...	29,716	...	...	...	...	...	...	...	29,716
8 to 9	5,579	5,218	8,040	5,882	3,063	697	26	2	...	...	...	28,507	...	...	...	...	...	...	...	28,507
9 to 10	4,111	2,782	6,378	6,174	4,565	2,386	643	14	...	...	...	27,053	...	...	...	...	...	...	...	27,053
10 to 11	1,753	1,621	4,588	5,431	5,004	4,146	1,234	140	4	...	...	23,920	...	...	...	...	...	...	...	23,920
11 to 12	694	888	3,378	3,947	4,309	4,336	1,719	467	15	...	...	19,813	...	...	...	...	...	...	...	19,813
12 to 13	329	430	2,385	2,808	3,100	3,492	2,071	855	207	...	...	15,765	...	...	...	...	...	...	...	15,765
13 to 14	147	170	1,615	1,931	2,327	2,543	1,589	969	334	...	...	11,615	...	...	...	...	...	...	...	11,615
14 to 15	64	95	888	1,289	1,420	1,827	887	501	384	...	...	7,655	...	...	...	...	...	...	...	7,655
15 to 16	43	38	444	661	895	1,191	882	547	341	...	...	5,042	...	...	...	...	...	...	...	5,042
16 to 17	14	18	211	302	498	637	606	455	405	...	...	3,226	4	...	...	...	...	...	4	3,240
17 to 18	11	17	90	141	259	355	435	367	324	...	...	1,999	33	4	...	...	...	...	37	2,036
18 to 19	9	21	33	61	158	190	239	237	301	...	...	1,278	67	64	13	...	...	...	114	1,392
19 to 20	10	16	22	30	42	98	144	194	242	...	...	796	84	60	41	...	...	...	185	981
Over 20	49	75	250	39	76	75	111	170	324	...	...	1,169	68	46	89	...	...	...	203	1,372
Total ...	38,943	32,785	42,449	34,166	26,596	22,329	10,098	5,206	2,878	...	...	215,949	256	144	143	...	...	...	543	2,16,492

N.B.—The information required for this table has not been supplied by some of the States in the Southern Division.

BOMBAY: PRINTED AT THE GOVERNMENT CENTRAL PRESS.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution no. 297.

Bombay Castle, 1st February 1918.

Letter from the Director of Public Instruction, no. 9296, dated the 26th-27th October 1917.

RESOLUTION.

Chief Events.—The report of the Director of Public Instruction on the educational progress of the Bombay presidency for the period covered by the quinquennium from 1912-13 to 1916-17 furnishes an accurate and interesting record of steady expansion and new development in many directions, although the rate of progress was abruptly arrested by the outbreak of the war in the third year of the period, which enforced the adoption of a policy of economy lasting until the close of the five years under review. While the direct effects of the war were felt chiefly in the restriction of expenditure and the reduction of personnel owing to the employment on military duties of several members of the Indian Educational Service, its influence was indirectly exercised in the widening of the mental horizon and in the strengthening of the bonds of imperial unity. In this connection the Governor in Council is pleased to take the opportunity of acknowledging the invaluable services rendered by the officers of the Educational Department in dispelling through the medium of war lectures distorted conceptions of the issues of the war and in teaching adults, as well as children, to comprehend the great principles for which the Allied Powers are fighting. Another indirect influence of the war, which His Excellency the Governor in Council cannot but regard with concern, is to be found in the tendency, that manifested itself during the latter portion of the quinquennial period, for boys of tender years and scant experience to allow their thoughts to be distracted from the pursuit of their studies towards political problems, which their immature mental development is incapable of viewing in a proper perspective. This tendency Government have found it necessary to check by re-affirming their disapproval of the attendance at political meetings of students in secondary and lower schools. As regards undergraduates in colleges Government adhere to their policy of reserving to principals and heads the discretion they had under the previous orders and have only invited their co-operation in arresting an influence that is both subversive of discipline and deleterious to education, which the Governor in Council is gratified to see has been loyally given. A proper exercise of this discretion will enable a college to promote healthy discussions of any economic question in its debating society and leave it open to the principal to invite any person of eminent attainments to deliver instructive addresses on questions of economics and political science.

One of the most interesting features of the quinquennium was the increasing interest taken in educational questions by the public and the valuable assistance afforded to Government by non-official educationalists in solving the various educational problems of the day. An important committee sat for several months to consider the more pressing needs of the Mahomedan community and submitted a very comprehensive report, containing many valuable recommendations, of which the majority have found acceptance with Government and have been embodied in a recent resolution. Another committee was appointed to investigate the question of increasing the educational facilities of Mahomedans in Sind and their proposals are

now under the careful consideration of Government, who have since the close of the quinquennium already made a recurring grant of one lakh of rupees for carrying out the most urgent of the committee's recommendations. Even more interesting and instructive is the keen attention devoted to the question of free and compulsory education, which has received the most cordial sympathy from Government. Towards the end of 1916-17 the Hon'ble Mr. V. J. Patel obtained leave to introduce in the Legislative Council a bill for free and compulsory education in the mofussil municipalities, which has now passed into law. It is the intention of His Excellency the Governor in Council to make substantial provision in the budget for carrying out the policy of introducing free and compulsory education in those municipalities which propose to take advantage of the new Act, so that the Bombay Presidency may maintain the lead which it has given to other local administrations in this far-reaching step in the educational development of India.

For the greater part of the period under review the Educational Department was under the capable guidance of the late Mr. W. H. Sharp, by whose untimely death at the beginning of 1917, Government sustained a loss, which it is difficult to replace. This officer's zealous and enthusiastic administration of the Department was responsible for many improvements and reforms, which have laid the foundations for further progress and development in almost every sphere of educational activity throughout the presidency.

2. *Statistical Results.*—There was during the quinquennial period an increase from 9,23,000 to 10,42,000 in the number of pupils attending educational institutions of all kinds in British territory and in Native States. The increase in British territory alone was from 7,13,000 to 7,81,000, which represents a percentage of improvement of more than 9, the proportion of school-goers to the total population rising from 3·6 to 4 per cent. The number of primary and secondary schools in British territory and Native States combined rose from 12,763 and 559, respectively, to 14,007 and 647. In the British districts secondary schools for boys increased by 16·5 per cent. and the attendance by 21 per cent., while the corresponding increases in primary schools for boys were 8·2 and 10·2 per cent. There was no increase in the number of secondary schools for girls in British territory, but the number of pupils rose by 21 per cent. Primary schools for girls on the other hand increased from 890 to 1,110 and the pupils from 63,000 to 82,000, excluding girls attending boys' schools.

The total annual expenditure on education during the period under review rose from Rs. 1,17,62,000 to Rs. 1,55,89,000, a rise of 32·5 per cent., the provincial contribution increasing from Rs. 53,98,000 to Rs. 75,51,000. On primary education alone the annual expenditure had risen by the end of the quinquennium to Rs. 63·47 lakhs, towards which provincial revenues contributed Rs. 33·57 lakhs, chiefly in the form of grants to local bodies. The increase in expenditure was facilitated by the receipt of several large imperial grants, amounting to Rs. 14·23 lakhs recurring and Rs. 52·77 lakhs non-recurring. At the end of 1916-17, the balance remaining unspent from all imperial grants stood at Rs. 39·95 lakhs, of which, however, less than 6½ lakhs of rupees only were unpledged.

3. *Improvements.*—While the bright prospects with which the quinquennium opened have been partially dimmed by the shadow of the war, which has compelled a spirit of rigid economy in every branch of the administration, the figures quoted in the preceding paragraph are sufficient to show that funds have not been unduly stinted in pursuing the policy of educational expansion that is the constant aim of this Government: and a study of the past five years' progress reveals the fact that the greater part of the comprehensive programme sketched in the resolution of Government reviewing the Director's report for the period ending 1911-12 has been carried into effect. But although financial stringency has applied a brake to the rate of progress and several schemes of improvement and development had to be temporarily suspended during the second half of the period, the opportunity has been taken to introduce more than one minor scheme for increasing the efficiency of the Educational Department and for

broadening the basis of teaching. The fulfilment of the objects for which a temporary post of Deputy Director of Public Instruction was created being realised, namely, relief from routine duties and less important functions of the Director of Public Instruction, whilst the latter was preparing special schemes for educational expansion and improvement, the post was abolished, but a further advance was made towards decentralization by delegation to principals of colleges and to inspectors of some of the Director's powers. At the same time the services of non-official educationalists and gentlemen of technical knowledge were enlisted for assisting Government to guide and control the educational destinies of the presidency. Permanent committees were appointed for organizing technical institutions and industrial schools and for assisting in the direction of the College of Engineering, while the advice of non-officials was freely sought in such important matters as the requirements of Mahomedan education and the improvement of the education of females. Important features of the quinquennium were the foundation of the Sydenham College of Commerce and Economics, the extension of the hostel system, the introduction of Sloyd, the transfer to Government management of the Gujarat College and the R. C. Technical Institute at Ahmedabad, the innovation of practical science teaching and the improvement of teachers' pay.

4. *University Education.*—The period reviewed by the Director of Public Instruction was one of quiet progress for the University of Bombay, marked by much practical organization, a keen appreciation of educational ideals and a close co-operation in their activities with the local Government. The growing demand for higher education, as evinced by the increased number of candidates appearing for and passing the various University examinations, was partially satisfied by the creation of two new Arts Colleges at Poona and Dharwar. The chief innovation in the internal organisation of the University was the creation of a Faculty of Science. The Governor in Council attaches the highest importance to the development of scientific education in this presidency, particularly in view of the demand that will shortly make itself felt for scientific experts in the industrial expansion of the country. The buildings of the Royal Institute of Science were practically completed before the end of the quinquennium, but could not be opened for the objects for which they were erected, as they were devoted to the purpose of a hospital for sick and wounded soldiers. Meanwhile, however, it is satisfactory to observe that a larger number of students have taken their degree in Science, for which more specialised courses have been instituted. A very important event in the history of the University was the visit in 1913-14 of Sir Alfred Hopkinson, Vice-Chancellor of the Victoria University of Manchester, whose ripe experience and mature judgment enabled him to give advice of the greatest value, the fruit of which has already become visible in many directions. One of his most important suggestions, that of a joint School-leaving Examination in place of the existing Matriculation and School Final Examinations, did not find acceptance in its original form. With a view, however, to discovering a means for removing the inherent disadvantages of a dual examination and with the further object of putting an end to the somewhat strained relations that had existed between Government and the University, as a result of a former policy of Government, His Excellency the Governor in Council held towards the close of the quinquennium an informal conference with a deputation of the Senate, at which an agreement was arrived at for the institution of a Joint Board of Examiners, representative both of the University and Government, with the former as predominating partner. The details of the organization and functions of this board which, when brought into existence, will constitute an important forward step in the liberalization of the educational policy of this presidency, have been during the current year the subject of very careful examination by the Senate, whose final proposals have now been accepted by Government in their entirety. His Excellency the Governor in Council expresses a confident hope that this body may prove of the greatest assistance in solving some of the many difficult problems of the day in connection with secondary educa-

tion and in particular the very debatable question of the prolongation of the scholastic course by one or two years, and some corresponding curtailment of the present University course.

5. *Colleges.*—There was no very prominent feature in the progress of the Arts Colleges of the presidency during the quinquennium. Only one new college, namely, the New Poona College, was actually opened, although the Karnatak College was established at Dharwar shortly after the close of the period and Government have sanctioned the Senate's proposal for the affiliation of a second grade college at Surat. The number of students, however, rose by nearly 50 per cent. and it is interesting to find that the percentage of increase was greater among female than among male students. His Excellency the Governor in Council notes with satisfaction the growth of the residential system, although he would have liked to see the growth accelerated. In the opinion of Government this system is calculated to foster a spirit of harmonious relationship between tutor and pupil, to inculcate the lessons of discipline and regularity and to infuse an element of unity and concord into the whole atmosphere of college life. At the same time Government view with regret the fact that the tutorial system has not yet taken root in more colleges. While recognising the truth of the Director's argument that a complete application of the system on English lines would involve difficulties owing to the need for larger staffs, ampler accommodation and more intricate organization, the Governor in Council considers that even with the existing facilities more progress could be made than has been made in the past in introducing at least a modified form of a system, which is the foundation of collegiate education in the older Universities of the United Kingdom, and hopes that a greater effort will be made to introduce it during the coming years.

6. *Secondary Education.*—In the sphere of secondary education very striking improvements were effected during the five years under review. At the end of the previous period school fees had been raised by 50 per cent. both in Government and in aided schools, a measure which gave rise to considerable outcry and misgivings. These have been completely allayed by the results. Not only has the number of schools and pupils risen, respectively, by 16 and 21 per cent., but the increase of the schools' resources from the enhancement has enabled a series of much needed improvements to be carried into effect, such as the revision of the pay of assistant masters and drawing teachers, the increase of free studentships, additional laboratory accommodation and staff and the appointment of an assistant to the Inspector of Science teaching. Other important improvements achieved during the quinquennium were the raising of the minimum pay of assistant masters, the provision of more hostels, the overhauling of the school curriculum, the introduction of science, Sloyd and direct moral teaching, the compulsory teaching of drawing up to the fifth standard, the innovation of visual instruction, the formation of school libraries and the organization of school excursions and the scout and house systems. These improvements have been almost entirely confined to Government and aided schools and the condition of privately managed schools still leaves very much to be desired, but the Governor in Council is pleased to learn that signs of progress are observable in these schools also.

The improvements enumerated above may roughly be divided into two classes, namely, those that are directly concerned with the purely educational side of school life, such as the revision of the curriculum and the introduction of science, and those that aim at the inculcation of discipline and morality, such as the establishment of hostels and the institution of the scout and house systems. His Excellency the Governor in Council has read with deep interest the description given by the Director of the scout system introduced by Mr. Miller at Belgaum and followed at Karwar and of the house system instituted by Mr. Grieve at Karachi and he entirely endorses his opinion that these systems are full of possibilities as great educative agencies, inasmuch as they teach the lesson of obedience, the importance of good manners, the value of health and physical activity and above all the meaning of *esprit de corps* and sportsmanship. Hostels supply another influence working in the same direction and it is satisfactory to be

able to record that the number of these institutions was doubled during the quinquennial period.

Among the improvements of a purely educational character pride of place must be accorded to the universal introduction of science teaching, which, under the keen and careful supervision of Mr. Pratt, has become firmly established in the school curriculum and recognised by the University as an essential part of a boy's education. Before the end of 1916-17 nearly all the high schools of the presidency had been more or less completely equipped for the teaching of practical science and the example had been widely followed by many privately managed schools. Almost equally important were the embodiment of drawing as an essential part of the curriculum of the first five standards and the appointment of an Inspector of Drawing. Less progress was for reasons of economy made in the institution of manual instruction, but the brief experiments that it was possible to make in Sloyd teaching gave promise of greater success when the removal of the present restrictions upon expenditure enables it to be developed on a larger scale.

7. *Primary Education.*—Fair numerical progress was made during the quinquennial period in connection with primary education, the increase in the number of schools being over 8 per cent. and in the number of pupils over 10 per cent. Many minor improvements were also effected, of which the most important were better accommodation and equipment, increase in the number and pay of teachers and revision of the school courses. Much attention was devoted by Government to the question of improving the housing of primary schools and after prolonged discussion suitable type designs for open air school buildings were approved and steps were at the same time taken to lighten the cumbrous methods formerly prevailing for obtaining sanction to plans. Very satisfactory progress was made with the assistance of special engineers in the Southern Division in the provision of suitable school buildings, of which sixteen were completed in the quinquennium. Further building operations had to be suspended in consequence of the restrictions that it was found necessary to place upon the grant of public money for fresh buildings, but these restrictions have been recently relaxed and the Governor in Council hopes that it will be found possible in the near future to supplement with Government grants the popular contributions towards the cost of improved school buildings that are now lying idle. An increase in the number of teachers reduced the proportion of teachers to pupils from 28 to 1 at the beginning of the quinquennium to 26 to 1 at its close. The Governor in Council, however, hopes that a further reduction may still be effected. It is a matter for satisfaction that the appointment of totally unqualified teachers, that is to say, men who have not passed the Vernacular Final Examination, is becoming increasingly rare even among aided institutions, but the slow increase in the number of trained teachers cannot but be regarded as a serious defect in the educational organization of this presidency. This defect it is now the intention of Government to remove and they have under their careful consideration a scheme for providing at least a year's training for every prospective teacher, in all classes of primary schools. Steps have also already been taken to increase the pay of untrained teachers and to give trained men the face value of their certificates, while the Government of India have under their consideration the question of improving the prospects of teachers by the institution of a Government provident fund, in the benefits of which teachers in aided and unaided schools will be able to participate. These and other measures which have been or are about to be introduced are calculated to improve the quality of instruction and thereby to raise the standard of education throughout the presidency.

8. *Rural Schools.*—During the previous quinquennium a satisfactory solution was believed to have been found of the difficult problem of popularizing rural standards in the division of primary schools into two classes, one teaching a course consisting of the infant class and three standards only, the other a course consisting of at least five standards. This

arrangement, which it had been hoped would have resulted in the wider diffusion of the elements of education among the agricultural population and at the same time in supplying facilities for a somewhat higher form of instruction, where a demand for such existed, was subjected to much hostile criticism and was, after anxious consideration on the part of Government, finally abandoned in favour of a division of primary schools into two grades, the first teaching at least up to the 5th standard and the second up to the 4th standard only. Under this arrangement, which is reported to have met with a favourable reception, the grade of a school is determined by the local conditions and is subject to variation when these change.

9. *Factory Schools.*—The history of factory schools is most unsatisfactory reading. Several of these schools were opened on the recommendation of the Indian Factory Labour Commission as the most suitable means of providing for the education of children employed in factories, but very few of them either in Bombay City or the mofussil have succeeded in fulfilling the object of their existence. Government are constrained to endorse the view held by the late Mr. Sharp that there is no prospect of these schools thriving until the millowners are prepared to interest themselves in the promotion of the education of their children employees and to co-operate with Government by putting pressure upon them to attend the schools provided. It is in the opinion of His Excellency the Governor in Council a very serious blemish not only on the claim of Bombay to be the most progressive city in the Indian Empire but also upon the reputation of the controllers of India's foremost industry that except in a few isolated cases no real attempt has been made to grapple with the problem of educating children employed in mills and factories.

10. *Training Colleges.*—The Governor in Council regrets to find that the Director is unable to speak very favourably of the actual work accomplished by the Training College for Secondary Teachers in Bombay, but realises that the circumstances have been adverse. The fault appears to lie neither in the staff nor in the curriculum, but in the quality of the students. To improve this it is necessary to interest the educational authorities in the work and aims of the College. At present it is to be feared that the advantages of a strict and careful training in the art of teaching are not sufficiently appreciated either by the teacher himself or his employer, although it is satisfactory to observe that teachers have been coming to visit the College from the mofussil. This, however, only serves to intensify the apathetic attitude adopted towards the institution by the educational authorities of the City of Bombay, which is reported to have supplied only one teacher to be trained during the quinquennium and not a single teacher to the outside lectures. Nevertheless in spite of the somewhat disappointing results, Government have full confidence in the future of this College under the capable and patient guidance of Mr. Nelson Fraser and are giving their attention to the problem of increasing its accommodation and enlarging its activities. At the same time they are not prepared to undertake the responsibility of providing trained teachers for every secondary school in the presidency. In the opinion of His Excellency in Council this is a duty which devolves upon educational associations, school managements and private individuals and it is a duty in the execution of which Government are willing to offer not only sympathetic advice but also substantial pecuniary assistance.

As has already been remarked in the course of this review, the number of trained teachers in primary schools is woefully deficient and an effort is about to be made to provide a moderate training for every teacher employed. In other directions, however, progress has been made in the vernacular training institutions, the number of which increased by five during the quinquennium. The Governor in Council agrees with the Director of Public Instruction that it is desirable to encourage the creation of a permanent staff of teachers for training institutions and trusts that he will make it his endeavour to carry out the policy he advocates. An interesting experiment in the training of teachers, which has been in operation for the last three or four years, is that undertaken in Poona, in which instructors go from school to school to impart to teachers *in situ* their methods of teaching. His

Excellency the Governor in Council would be glad to have further particulars of this experiment from the Director of Public Instruction and to be informed whether it would be feasible to adopt the system on an organised scale, with the object not of supplanting the training college, where alone, it is believed, the rudiments at least of the art of teaching can be mastered, but of supplementing and quickening the training so received.

11. *Professional Education.*—In 1915 an influential committee was appointed to consider the question of the reorganization of the Government Law School, Bombay, and its more important recommendations are summarised by the Director in his report. Most of these recommendations have found acceptance with Government, who have agreed that it is undesirable to convert the school into a full-time institution but that it should be given as soon as possible both a building of its own for lectures and, what is considered of even greater importance, a hostel for its students. As regards other recommendations Government were unable to accept the proposal that there should be two full-time professors but decided upon an increase in the strength of the staff.

A further advance was made during the period in the development of the College of Engineering, Poona, where shortly after the close of the quinquennium sanction was given by the University to the new B.E. (Civil) course, involving an additional year's residence at the College, which will come into effect when the extra staff and accommodation can be supplied. It may, however, be doubted whether the training provided is not of too theoretical a character and does not require to be re-inforced by a greater measure of practical training under industrial conditions than is possible in a Government college.

One of the most interesting innovations in the educational world introduced during the quinquennial period was the institution under the inspiration of Lord Sydenham of the Sydenham College of Commerce and Economics. This College has not been in existence long enough to enable an accurate estimate to be made of its future possibilities, but judging from the numbers attending its courses, the ease with which its graduated students have secured appointments in business firms and Government departments and the deep interest taken in its affairs by an Advisory Board, on which some of the leading men of business in Bombay are sitting, it is not unreasonable to expect the ultimate fulfilment of some at least of the high expectations conceived of it. The Governor in Council, who has taken a keen interest in the progress of the College, believes that with the provision of a suitable site it will be possible to erect in the near future a building worthy both of the aspirations of the College and the memory of its originator.

12. *Technical Education.*—With regard to technical education the chief development during the quinquennium was the recognition of the Victoria Jubilee Technical Institute as the central technological institute for the whole of the presidency and the creation of a committee for the direction of technical education. The purpose underlying these two innovations was the systematisation and the co-ordination of technical instruction by regularising the various systems already in existence and by arranging for the periodical inspection and examination of established schools and classes. A satisfactory start was made by this Committee in the classification of technical schools, the institution of a uniform standard of examination and the adoption of a system of regular inspection, but the appointment of whole-time inspectors under the direct control of the Committee, upon which the ultimate success of the innovation depends, has had to be postponed on account of the financial stringency engendered by the war. It is fully recognised by Government that lack of co-ordination, inefficiency of management and want of practical support from the industrial community have in the past militated against the development of technical schools on the right lines, except in the case of the Victoria Jubilee Technical Institute, which has come to be regarded as the model institution of its kind for the whole of India. The subject of the technical and industrial education of Indians is one which has recently engaged the serious attention of the Public Works Reorganization Committee and the Indian Industrial Commission, whose recommendations and criticisms

are awaited with profound interest. It presents a problem fraught with difficulties owing to the rooted disinclination of the educated classes in India to engage in manual labour. Unless this problem can be satisfactorily solved, grave doubts must be entertained of the industrial rehabilitation of the country and the radical reorganization of the hitherto prevailing system may be found necessary in order to put India in a position to take its place among the great manufacturing countries of the world. The Governor in Council is inclined to the opinion that the control and direction of technical instruction belongs more appropriately to a department of industry than to the Educational Department and has therefore decided pending the creation of a Department of Industry to appoint the Director of Industries to be member of the Committee of Direction.

The Victoria Jubilee Technical Institute has made steady progress throughout the period under review and has been enabled to enlarge its activities and functions by increased grants from Government. Towards the end of the quinquennium His Excellency the Governor laid the foundation stone of the Institute's new buildings at Matunga, where it is confidently expected that it will assume a position of even greater importance than heretofore in the sphere of technical and industrial education. The Sir J. J. School of Art is another admirable institution which has fully realised the high expectations entertained of it. The teaching and inspection of drawing undertaken by this school have reached a high level of efficiency and this important branch of education has now become firmly established throughout the presidency. But the greatest advance made by the School of Art is perhaps in the sphere of architecture, for which with the assistance of a whole-time professor a comprehensive scheme of teaching has been drawn up, culminating in a degree for architecture in the University of Bombay and a Government Diploma. Students who have passed through the course have found no difficulty in securing remunerative posts and the Governor in Council is confident that Mr. Burns, the Principal of the School, has succeeded in laying the foundation of a School of Indian Architecture on the soundest basis.

Another branch of this institution which deserves to be more widely known is the Pottery Department, which has done the most valuable work in the analysis of clays and investigation of the pottery potentialities of India. Information has been carefully collected and collated by Mr. Fern, the Superintendent of the Department, which, when it is published, should go far towards establishing in India a pottery industry that will compare very favourably with similar industries in other parts of the world.

13. *Female Education.*—Normal progress was made in all branches of female education during the quinquennial period, whilst the expenditure on institutions for girls rose by more than 50 per cent. This presidency retained its lead over sister provinces in the ratio of girls attending school to the total female population of school-going age, but it is impossible to assert that female education has yet been placed on a perfectly satisfactory basis partly on account of the apathy with which this important feature of the educational advancement of India is regarded in too many quarters and partly owing to the defects in the existing systems of instruction. The Governor in Council is compelled to accept the opinion of the Director of Public Instruction that the fault largely lies in the fact that the policy in the past has been to apply to the education of girls a system of instruction designed for boys and controlled by men. Too little regard has been taken of the fundamental difference between the educational needs of boys and girls with the result that such development as has taken place in female education has been too intellectual and not sufficiently practical to satisfy the ideals of Indian womanhood. In the opinion of the Governor in Council it is essential that the political expansion of India now in progress should at least be accompanied if not preceded by an educational expansion and that the latter should not be restricted to men and boys. The absence of any spontaneous movement among the people makes it inevitable that the initiative should rest either with Government or the educated classes working through the council and local bodies. In the sphere of primary education Government are not inclined to favour any differentiation as regards control between boys' and

girls' schools, but they strongly advocate separate schools for boys and girls, whenever the number of the latter makes a separate school financially possible. When, however, mixed schools are unavoidable, Government consider that a maximum age limit not exceeding ten years should be prescribed for girl pupils. The framing of a suitable curriculum for girls is no easy matter, but the Governor in Council is generally of opinion that considerable latitude should be allowed to local bodies and that the course should not be too technical or too difficult. Greater importance is attached by Government to the personnel of the teaching staff than to the details of the subjects taught. As regards the curriculum for secondary girls' schools a very wide divergence of opinion exists, one school of thought adopting the view that secondary education for girls should be for the most part technical, another taking exactly the opposite view. The opinion of this Government is that the range of subjects should be wide, that instruction should aim chiefly at developing the mental capacity of the girl student, that special subjects should only be taught by thoroughly qualified and competent teachers and that the school hours should be short. Regarding higher education the Governor in Council considers that there is no need at present to do more than provide increasing facilities for the admission of girls into existing colleges and high schools and open more high schools for girls when the demand justifies such a step. Particular importance is attached to the establishment of schools for married women, at which the studies interrupted by early marriage can be renewed and supplemented. Such institutions the Governor in Council believes are of immense educative value and implant a healthy influence in the home lives of those attending them. The main problem, however, in connection with female education is that of the supply and training of teachers, without which all progress is numbed. The existing vernacular training colleges and classes are insufficient for turning out an adequate supply of teachers required for primary schools, while the single secondary training college has not sufficient accommodation even for male teachers. The importance of increasing the number of training institutions is fully recognised by Government, who are also prepared to give liberal assistance to missions, widows' homes and private institutions undertaking the training of female teachers. Finally, mention must be made of Professor Karve's scheme for an Indian University for Women, the future of which will be watched by His Excellency in Council with the keenest interest and warmest sympathy.

14. *European Schools.*—The Governor in Council can only regard with qualified satisfaction the progress made during the quinquennium in European schools, which have in India peculiar difficulties to cope with. The most serious obstacle to their development is the paucity of properly qualified teachers, who are not as a rule attracted to a service that presents inadequate prospects of promotion. To this paucity must be traced a certain deficiency in the teaching of such important subjects as nature study, drawing and handwork, carpentry and practical domestic science. The effect of the war was felt very keenly by those institutions which depended largely upon the foreign element for manning their staffs and the withdrawal of alien teachers imposed a strain upon their slender resources, which it was not altogether possible to relieve. Several schools were reduced to considerable financial straits owing to the difficulty of securing teachers on salaries that were formerly found sufficient to attract a good class of men and women and Government had in some cases to make special grants. Generally speaking the Government grants have been found scarcely adequate to assist these institutions to meet their rapidly expanding expenditure and Government now have under consideration the question of increasing their grants in the most deserving cases.

15. *Mahomedan Education.*—Judged by purely numerical results the progress of education among Mahomedans proceeded during the period under review on normal lines, the number of students increasing by 10·7 per cent., compared with a general increase of 12·9 per cent. among pupils of all classes and communities. A satisfactory sign, however, that increasing interest is being taken by Mahomedans in the higher branches of education is to be found in the fact that the number of students in secondary schools rose by over 25 per cent. and in arts and professional colleges by over 50 per cent.

The most burning question of the period in connection with Mahomedan education was the language problem, which experienced curious vicissitudes. At the beginning of the quinquennium the ordinary vehicle of instruction in primary schools was that of the local official vernacular with Urdu as a compulsory second language. This position was however, completely reversed in 1913 in response to widespread representations from the community, as a result of which Urdu was installed as the medium of instruction with the local vernacular as an optional second language. Although this policy was at first warmly acclaimed, it was soon found to present very formidable practical difficulties owing to the fact that the very imperfect knowledge of the local vernacular that can be acquired by learning it as a second language only leaves the Mahomedan boy most inadequately equipped to face the problems of life after leaving school. He cannot compete on equal terms with boys of other communities either in obtaining access to Government service or in finding a place in private service, unless he possesses a thorough knowledge of the local vernacular. It is, in the considered opinion of Government, impossible to give the primary school boy a thorough grounding in the essential rudiments of two languages. The problem therefore inevitably resolves itself into a consideration of the question whether it is better to impart a thorough knowledge of the local vernacular, which will equip the boy for the practical business of life, with a more superficial knowledge of Urdu, sufficient only for domestic and ceremonial purposes, or to teach him the elements of education in a language that will in the majority of cases serve him only for the latter purposes, with a smattering of the local vernacular, that will be a permanent handicap to him in competing with boys of other communities in the struggle for employment and worldly advancement. In view of these considerations therefore Government came to the conclusion that the local vernacular should be restored to its former position as the ordinary medium of instruction in primary schools for Mahomedans with Urdu as an optional language. In order, however, to meet with the wishes of the Mahomedan community it was also resolved that when evidence was forthcoming to show that the Mahomedan boy was insufficiently acquainted with the language of the district to enable him to be taught through its medium, Urdu should still be employed as the recognised vehicle of instruction. This decision has not met with universal approval by the community, in whose interest it was framed, and His Excellency the Governor in Council has consented to give the whole matter his further consideration.

Reference has already been made in this review to the important committees appointed to investigate the various problems of Mahomedan education both in the presidency proper and the province of Sind. A Government resolution on the recommendations of the former committee has already been issued in the shape of a press note, while the recommendations of the latter are still under the consideration of Government, who have, however, already made provision for a recurring grant of one lakh of rupees for carrying out the committee's chief proposals. Other special measures adopted during the quinquennium for the development of Mahomedan education were the creation of posts of an Inspectress of Urdu Girls' Schools and Deputy Inspectors of Urdu boys' schools and Mulla Schools in Sind, the establishment of an Urdu training class at Ahmedabad and a central Urdu girls' school at Poona and the formation of an Urdu text-book committee.

16. *Backward Classes.*—The backward classes in the presidency of Bombay are usually subdivided into three categories, namely, the aboriginal and hill tribes, the so-called depressed classes and the criminal tribes. Fair progress was made during the period covered by this review among children belonging to the first category, for whom special central boarding schools and hostels have been established and special concessions granted in the shape of free books, clothing and subsistence allowances. Proposals have also been made for providing practical training in such subjects as carpentry, handloom weaving, gardening and smithy work. Among the depressed classes progress is necessarily slow owing to caste customs and prejudices, but the activities of various missions, of which the most enterprising is the Depressed Classes Mission Society of Bombay and Poona, are bent on the removal of

these traditional obstacles. One of the most difficult problems in connection with the expansion of education among these classes is that of the supply of teachers. On the one hand candidates from the depressed classes for admission to the Government primary training colleges are rarely found to possess the minimum qualifications necessary, while on the other hand it is difficult to provide promotion for duly qualified teachers, as the low-caste schools are still only of the most elementary type. For the advancement of education among the criminal tribes Government have adopted a system of settlements under the charge of a special officer. These settlements aim not only at weaning the members of these tribes from their migratory and criminal proclivities and teaching them peaceful and profitable pursuits but also at imparting the rudiments of education to their children in schools of their own. This policy has met with very substantial success and the Governor in Council is hopeful that it will result in a steady diminution in the number of the members of those tribes who adopt crime as their habitual avocation.

The whole question of the material, moral and educational development of the backward classes has recently been exhaustively investigated by Government, who have widely consulted all the well-known societies that have been established to advance their interests. These investigations have convinced the Governor in Council that no special measures other than those already in force are required for the improvement either of aboriginal and hill tribes or of criminal tribes. Regarding the depressed classes, he is strongly averse from the exclusion of their children from primary schools but has no objection to the creation of special low-caste schools by local bodies, except where primary education is made compulsory, in which case he considers that the proper course would be to open special schools, if necessary, for the children of conscientious objectors to the principle of "common schools", on payment of special fees.

17. *Special Educational Institutions.*—Another question that has been engaging the careful attention of Government is that of the improvement of the existing provision for the instruction of defectives. At present there are only two schools for the blind and four schools for deaf-mutes in the whole presidency, of which four are situated in Bombay and one each in Poona and Ahmedabad. In the opinion of His Excellency in Council this is a totally inadequate provision for the education of defective children according to the census figures and he has therefore recently appointed a committee, on which are represented not only officers of the Educational Department and managers of schools but also charitable organizations and persons with a special knowledge of the subject. The object of this committee is to examine the whole problem of the education of defectives and submit proposals to Government for establishing it on a satisfactory basis.

The work accomplished during the quinquennium by the Government Reformatory School at Yerayda and the David Sassoon Industrial and Reformatory Institution at Matunga is deserving of special notice. Both these institutions aim at the reformation of youthful criminals and bad characters and teaching them honest and useful trades and the records kept of the subsequent history of the boys who have passed through them testify to the value and efficiency of the training imparted. It is reported by the Chairman of the Managing Committee of the Matunga institution that little difficulty is experienced in finding suitable employment for discharged boys. In order to prevent these boys from drifting back into their old bad habits, an After-care Fund and Association has been established, towards the maintenance of which the public has given liberal assistance. The Governor in Council fully endorses the belief of the Chairman, Lieut.-Colonel Lloyd Jones, that this association will fulfil the object for which it has been created, namely the completion of the task of reformation by ensuring continuous employment and care to the boys, who have served their term of punishment and been given the opportunity of becoming good and useful citizens of the Empire.

This review would not be complete without a reference to the steps taken during the quinquennium to encourage the study of the ancient lore and languages of India. Owing to financial stringency the scheme formulated for the establishment of a Sanskrit College at Poona could not be introduced, but

a Sanskrit Research Institute was founded at Poona in commemoration of that great Oriental scholar, Sir Ramkrishna Bhandarkar, who has made to that Institute the munificent gift of his library of over 2,500 volumes, while the memory of another great Oriental scholar, Mr. K. R. Cama, was perpetuated in the K. R. Cama Oriental Institute, established, with the aid of Government, for the pursuit of Sanskrit, Arabic, Persian and Iranian studies.

18. *Future Developments.*—In the course of the preceding review of educational activities during the quinquennial period covered by the Director of Public Instruction's report, reference has already been made to several of the important schemes that have been sanctioned by or are still under the consideration of Government, involving a very substantial addition to the provincial expenditure on education. Of these the most important and far-reaching is a scheme for giving a one year's course of training to every newly employed teacher in the primary schools of the presidency in addition to the longer courses already in existence and for making ample provision for training secondary school teachers. This scheme, which involves a large increase in the aggregate salaries of teachers owing to the gradual replacement of untrained by trained men, is calculated, when in full working order, to cost an annual amount of Rs. 17½ lakhs. Provision has been made in the coming year's budget for inaugurating this scheme. Provision of nearly Rs. 2 lakhs has also been made for increasing the provincial grants to municipalities for primary education in order to bring them up to one-half of the gross municipal expenditure on this object and of Rs. 1½ lakhs for raising the grants to aided schools to one-third of the total expenditure incurred by their managers. Steps have already been taken in the current year to give the face value of their certificates to all teachers and a sum of Rs. 3 lakhs has been provided in next year's budget for giving code pay to primary school teachers and entertaining new assistant teachers in understaffed schools. Two lakhs of rupees have also been provided for facilitating the introduction of free and compulsory education into municipal areas and one lakh for carrying out some of the recommendations of the committee on the education of Mahomedans in Sind, the chief of which has been embodied by Government in a comprehensive scheme for a system of scholarships commencing in the first standard of secondary schools and continuing without break up to the seventh standard, whence a number of further scholarships are provided for a college education. Other interesting items in the ensuing educational programme are the appointment of a Special Mahomedan Deputy Educational Inspector for the Northern Division; the transfer of the Urdu training class from Ahmedabad to Poona, where it is to be further developed; the re-organization of the staff of the Training College for Women, Hyderabad; the creation of a new inspectorship for Bombay City and adjacent districts; the institution of 25 apprenticeships in Public Works Department for civil engineer students of the Poona College of Engineering; and a scheme for the amalgamation of the Bombay Educational Society's School, Byculla, with the Indo-British Institution, Bombay, and the removal of the latter to Deolali.

19. *Conclusion.*—In concluding this retrospective survey of the chief features of the educational progress of the Bombay presidency during the last five years and sketch of some of the most important measures that it is hoped will be introduced in the present quinquennium, in spite of the prevailing financial stringency, His Excellency in Council takes the opportunity of expressing his thanks to the officers of the Educational Service, who have, with a depleted staff, displayed, under the wise guidance of the late Mr. Sharp, a zeal and efficiency that encourages the brightest hopes for the consummation of the high educational ideals and aspirations of this presidency.

G. A. THOMAS,
Secretary to Government

G. R. no. 297, E. D., dated the 1st February 1918.

[*P. T. O.*

To

The Commissioner in Sind.
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Director of Public Instruction,
The Surgeon General with the Government of Bombay,
All Collectors, including the Collectors in Sind and the Deputy Commissioner, Upper Sind Frontier,
The Director of Agriculture and of Co-operative Societies,
All Political Officers, who are not Collectors, except the Agent for Sardars in the Deccan,
The Compiler, General Administration Report,
The Manager, Government Central Press, Bombay,
The Superintendent of Government Printing, Bombay,
The Revenue Department,
The General Department,
The Judicial Department,
The Political Department,
The Financial Department,
The Public Works Department,
The Editors' Tables and Editors of Newspapers,
The Oriental Translator to Government,
The Non-official Members of the Legislative Council,
The Separate Department (for the Reading Room for the Members of the Legislative Council),
*The Under Secretary of State for India,
*The Government of India, Department of Education (Education).

*By letter.

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TO THE

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FOR

1912-13—1916-17

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Statement showing all kinds of public and private institutions (for Boys and Girls) throughout the British Districts of the Bombay Presidency and the number of pupils attending them.

Districts.	Area in square miles.	Number of Towns and Inhabited Villages.	Estimate of Population.	Number of Schools.	Number of Pupils on rolls on 31st March 1917.	Increase and Decrease of the year. Schools. Increase.	Schools. Decrease.	Pupils. Increase.	Pupils. Decrease.	Number of Schools not yet recognised by the Department of Public Instruction under G. of I. R. No. I.	Number of Pupils in each of such Schools.	Percentage of Total Pupils in columns 4 and 12 to Population.	Name of Village with Schools.	Average number of square miles to each Village with a School.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Bombay	23	1	979,998	900	69,151	21	...	4,002	...	90	4,613	7·6	1	23
Central Division.														
Poona	5,366	1,208	1,071,313	742	48,649	...	11	...	3,455	5	146	4·6	481	11·1
Sátára	4,818	1,346	1,091,378	621	38,747	...	...	...	6,048	54	408	3·3	516	9·4
Sholápur	4,536	718	709,370	454	26,547	...	1	...	394	11	269	3·9	396	11·5
Ahmednagar... ...	6,612	1,349	945,562	667	34,183	...	17	...	1,727	2	28	3·6	691	12·1
Násik	5,879	1,649	906,039	490	25,152	5	...	697	...	27	476	3·9	430	13·6
East Khándesh ...	4,850	1,438	1,014,899	563	43,819	...	7	...	1,413	102	1,095	4·4	562	8·6
West Khándesh ...	5,439	1,006	560,723	313	20,182	...	1	...	1,165	41	705	3·6	249	22·1
Total Mofussil ..	37,321	8,796	6,307,284	3,840	306,378	5	37	697	20,612	312	5,597	3·3	3,076	12·1
Total ...	37,344	8,797	7,286,509	4,340	375,451	21	37	4,699	20,612	402	9,210	3·9	3,077	12·1
Northern Division.														
Ahmedabad	3,926	880	827,809	403	42,267	...	...	1,215	...	109	3,706	6·2	389	12·5
Kaira	1,890	596	691,744	291	45,175	...	2	243	...	114	3,738	6·9	231	4·9
Panch Mahals ...	1,606	695	323,695	159	11,374	1	...	...	252	27	2,134	4·2	144	11·2
Broach	1,461	469	306,717	206	23,017	4	...	1,117	...	56	1,093	7·9	214	6·8
Surat	1,621	709	604,109	214	44,134	...	1	...	114	111	6,695	7·6	354	4·6
Thána	3,676	1,643	862,301	260	25,787	2	...	...	342	23	668	3·0	279	13·4
Camp Baroda ...	1	1	54,478	6	801	...	...	...	14	...	...	1·4	1	1·0
Camp Deesa ...	5	1	7,139	5	376	...	1	...	55	...	...	5·3	1	5·0
Aden	...	...	...	2	161	...	...	9	...	...	...	...	...	...
Total ...	13,737	4,949	3,685,990	1,466	167,901	8	4	2,672	721	436	18,028	5·9	1,627	9·4
Southern Division.														
Dhárwár	4,661	1,295	1,026,076	718	50,984	...	46	511	...	40	1,462	5·0	511	9·0
Belgaum	4,618	1,070	943,820	625	38,400	...	10	877	...	11	345	3·9	374	12·3
Bijápur	5,707	1,123	865,973	510	23,359	...	40	...	1,317	67	1,347	3·1	439	12·7
Kánara	3,946	1,365	450,548	317	17,506	...	6	257	...	2	37	4·1	256	15·5
Hoshgirí	3,969	1,311	1,203,608	485	30,510	...	7	...	126	91	1,906	7·6	403	9·9
Kolába	2,369	1,461	894,106	328	17,160	...	7	...	559	25	600	3·0	287	7·7
Total ...	25,029	7,624	5,061,130	2,946	168,786	...	119	2,672	3,574	330	4,916	3·4	2,331	10·7
Sind.														
Karáchi	11,782	605	321,721	364	21,076	...	...	...	872	77	1,676	5·6	252	46·7
Hyderabad	4,417	981	612,709	249	14,619	19	...	318	...	106	1,344	2·4	203	10·7
Nawábsháh	3,807	721	446,879	205	11,949	5	...	190	...	61	702	2·5	169	12·6
Thar and Parkar ...	13,638	901	433,399	137	4,735	5	...	...	52	109	1,178	1·3	235	58·0
Sukkur	5,985	694	573,913	213	20,504	...	16	533	...	103	3,140	3·95	205	19·4
Upper Sind Frontier	2,644	422	203,057	103	4,245	...	11	...	344	101	2,012	2·1	109	15·0
Larkána	5,033	737	695,879	254	16,013	...	23	...	195	936	4,114	2·9	567	8·9
Total ...	46,906	4,961	3,423,436	1,715	92,321	30	50	931	1,462	965	12,266	2·9	1,741	27·0
Aden	80	2	46,140	40	2,223	2	...	705	...	...	...	4·8	2	39·7
Grand Total, British Districts	122,025	26,328	19,903,249	11,308	799,085	77	210	10,672	29,909	1,973	61,119	4·0	9,222	13·2

The list of Primary Schools for Boys will be found in Subsidiary Form Nos. 4 and 5 for British Districts and the figures contrast with those of the previous year as under :—

Division.	Managed by Government.				Managed by Local Board.				Managed by Municipal Board.			
	1915-1916.		1916-1917.		1915-1916.		1916-1917.		1915-1916.		1916-1917.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division—												
Bombay ...	...	...	...	...	...	...	...	.....	133	16,065	129	17,629
Mofussil ...	4	393	4	415	2,746	135,878	2,730	120,212	229	35,039	235	33,432
Northern Division...	2	309	2	294	1,588	105,620	1,585	106,703	194	32,588	190	32,066
Southern Division...	7	630	11	738	1,934	104,516	1,936	105,358	126	20,322	125	20,090
Sind ...	2	262	2	236	810	38,843	823	39,436	73	9,619	76	9,648
Aden ...	3	289	3	297	...	...	...	.....	...	...	...	...
Total ...	18	2,054	22	1,970	7,078	384,857	7,073	371,778	784	113,677	786	112,565

Division.	Aided by the Department or by Local Board or by Municipal Board.				Unaided.				Total.			
	1915-1916.		1916-1917.		1915-1916.		1916-1917.		1915-1916.		1916-1917.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division—												
Bombay ..	100	10,821	102	10,605	11	1,760	14	1,880	244	28,646	245	29,914
Mofussil ..	440	19,047	416	18,441	28	728	35	935	3,147	191,270	3,411	173,155
Northern Division ..	209	11,817	207	11,940	14	1,043	23	1,574	2,007	151,338	2,006	152,386
Southern Division...	516	18,420	576	13,890	5	234	25	1,813	2,618	144,102	2,802	141,892
Sind ..	572	22,901	540	21,607	6	766	4	369	1,462	72,871	1,445	71,346
Aden ..	16	665	15	800	...	...	8	564	19	954	23	1,661
Total ...	1,853	83,671	1,855	77,106	64	4,531	109	6,035	9,797	588,790	9,945	570,354

A comparative table showing Schools closed on account of plague on 31st March 1917 in the British Districts of the Bombay Presidency.

	Central Division.				Northern Division.				Southern Division.	
	1915-1916.		1916-1917.		1915-1916.		1916-1917.		1915-1916.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Arts Colleges	...	...	...	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ... Boys ...	...	...	1	172	...	...	...	...	...	...
Secondary Schools ... Girls ...	...	...	...	...	...	...	...	...	...	...
Primary Schools ... Boys ...	302	18,782	780	40,808	9	897	14	1,508	22	948
Primary Schools ... Girls ...	25	1,576	47	1,883	3	158	4	341	1	90
Special Schools	...	...	...	...	...	...	...	...	...	...
Total ...	327	20,358	828	42,923	12	1,055	18	1,849	23	1,038

	Southern Division—*continued.*		Sind.				Total.			
	1916-1917.		1915-1916.		1916-1917.		1915-1916.		1916-1917.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Arts Colleges	...	...	...	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...	...	...	...
Secondary Schools ... Boys ...	1	67	1	86	7	442	1	86	9	681
Secondary Schools ... Girls ...	...	...	...	...	2	112	...	...	2	112
Primary Schools ... Boys ...	15	1,031	4	402	23	2,782	337	21,669	832	46,239
Primary Schools ... Girls ...	4	403	2	119	10	111	31	1,943	71	2,738
Special Schools	...	...	1	23	2	36	1	23	2	36
Total ...	20	1,551	8	630	50	3,483	370	23,141	916	49,806

Statement showing the Receipts and Disbursements of the District Local Boards and Schools

	Collectorate.	Opening Balance on 1st April 1916.	Receipts. Provincial Grant.	Cess.	Fees.	Municipal Grants.	Miscellaneous.	Total, including opening balance.	Expenditure on District Local Board and Government Institutions.	Expenditure on Aided Institutions.
	1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Central Division.	Poona	22,507	1,74,476	44,060	7,594	...	1,401	2,49,978	1,80,116	374
	Sátára	27,495	1,42,054	89,708	11,675	...	471	2,70,803	1,97,398	...
	Sholápur	63,655	1,07,506	20,250	5,503	...	287	2,09,201	1,35,539	...
	Nagar	83,047	1,34,851	37,969	7,200	...	720	2,63,627	1,89,212	...
	Násik	25,201	1,30,368	40,431	7,243	...	1,929	1,95,172	1,49,492	...
	East Khándesh	40,031	2,00,312	61,809	15,440	350	5,077	3,29,019	2,38,406	...
	West Khándesh	18,922	70,525	38,463	5,268	...	354	1,33,532	1,07,612	...
	Total ...	2,80,858	9,55,892	3,38,090	59,864	350	10,278	16,45,332	11,97,835	374
Southern Division.	Ahmedabad	26,087	1,43,580	50,783	8,014	...	1,514	2,29,978	1,89,434	...
	Kaira	—39,760	1,82,110	81,407	9,460	...	258	2,33,476	2,40,499	...
	Broach	20,446	98,194	50,019	4,057	...	751	1,73,467	1,44,092	...
	Surat	24,295	1,70,008	50,339	10,724	...	2,745	2,58,171	2,43,634	...
	Panch Mahals	19,604	74,443	11,307	2,315	...	247	1,07,916	94,868	...
	Thána	22,267	1,32,383	35,208	5,491	...	2,021	1,97,430	1,62,703	1,320
	Total ...	72,939	8,00,778	2,79,125	40,061	...	7,537	12,00,438	10,75,070	1,320
Southern Division.	School of Industry	7,863	7,275	4,462	...	...	3,943	23,543	11,962	...
	Dhárwár	70,482	1,98,502	67,256	19,742	...	5,746	3,61,598	2,75,620	...
	Belgaum	69,764	1,31,038	45,255	12,858	...	397	2,59,352	1,83,376	...
	Bijápur	8,141	1,31,261	45,128	12,023	...	224	1,96,777	1,74,148	...
	Kánara	18,452	77,446	21,399	5,145	...	702	1,18,244	1,01,385	...
	Bainágiri	20,088	1,16,865	20,979	14,673	...	2,803	1,75,408	1,51,589	...
	Kolába	21,103	87,738	29,262	6,564	...	321	1,44,988	1,12,339	...
	Total ...	2,10,893	7,50,085	2,33,751	71,005	...	*14,076	12,79,810	10,10,349	...
Sind.	Karáchi	39,192	60,177	27,407	925	...	835	1,19,136	78,423	5,593
	Hyderabad	28,475	62,813	43,203	511	...	54	1,35,056	59,516	2,400
	Thar and Párkar	29,831	43,934	38,363	935	...	4,688	1,27,751	73,186	1,800
	Sukkur	23,354	76,855	44,201	801	...	2,000	1,47,211	1,11,481	10,865
	Upper Sind Frontier	13,188	40,301	29,940	11	...	99	83,439	53,740	2,525
	Larkána	23,991	1,18,142	68,835	650	...	255	2,11,873	1,43,596	13,054
	Nawabshah	35,053	82,518	40,876	5,303	...	4,880	1,70,530	1,15,806	3,039
	Total ...	1,93,084	4,84,640	2,92,825	8,736	...	†2,811	9,94,996	6,35,747	39,278
	Grand Total ...	7,60,674	29,91,395	11,43,789	1,79,666	350	44,702	51,20,576	39,10,911	40,972

* Details of Miscellaneous Receipts :—

		Rs.
Popular contribution for furniture	... ...	77
Do. for buildings	... ...	1,471
Sale-proceeds	... ...	675
Refunds	... ...	7,421
Miscellaneous	... ...	183
Schools of Industry	... ...	†3,913

†Of this Rs. 165 only are shown in column 38 under scholarships against School of Industry, Ratnagiri, and Rs. 3,778 have been omitted, the expenditure being smaller than the receipts.

aided by the Department within Local Board Area during the year 1916-1917.

Expenditure.				Number of Schools on Local Board Budget on 31st March 1917.	Number of Pupils in Local Board Schools on 31st March 1917.	Increase of Local Board Schools during the year.	Increase of Pupils in Local Board Schools during the year.	Schools aided by the Department within Local Board Area.				
Local Board Grants assigned under Section 47.	Local Board Grants assigned under Section 48.	Total.	Closing balance on 31st March 1917.					Number of Schools on 31st March 1917.	Number of Pupils in Schools on 31st March 1917.	Increase of Schools during the year.	Increase of Pupils in Schools during the year.	Grants paid.
11	12	13	14	15	16	17	18	19	20	21	22	23
Rs.	Rs.	Rs.	Rs.									Rs.
295	2,047	1,82,832	67,746	459	20,904	+3	−218	50	1,249	−2	−286	2,015
1,835	2,364	2,01,597	69,206	498	15,372	−2	−5,917	38	951	−2	−154	2,431
2,368	370	1,38,277	64,924	345	13,660	...	−809	18	630	−1	−75	1,460
76	1,141	1,80,429	73,198	426	12,851	−11	−7,304	146	4,962	−13	+22	10,045
189	1,622	1,51,293	43,909	351	16,110	+1	−410	26	962	...	−1	3,369
1,183	6,741	2,46,360	82,629	468	30,905	−3	−1,051	10	277	−4	−152	734
106	3,374	1,11,092	22,440	268	13,980	−3	−810	4	108	...	−16	260
6,052	17,859	12,21,820	4,23,512	2,885	1,23,702	−14	−16,519	292	8,499	−22	− 902	20,414
1,120	2,732	1,93,236	36,692	317	21,723	+1	+1,351	16	721	−3	−180	1,371
3,521	228	2,44,248	−10,772	257	27,920	−1	−172	82	3,024	−2	+205	3,670
648	1,200	1,45,940	27,527	245	16,093	...	+786	...	...	...	...	...
619	434	2,44,687	13,484	399	28,858	...	+60	8	471	...	+5	689
542	1,627	96,377	11,439	163	8,253	...	−318	3	167	...	−6	378
1,294	2,694	1,67,911	29,519	278	15,834	...	−275	22	1,261	−1	−128	1,827
*7,744	8,815	10,92,149	1,07,980	1,759	1,18,181	...	+1,432	131	5,624	−6	−106	8,135
...	...	11,902	11,641	1	173	...	−20	...	...	...	...	...
1,572	473	2,77,665	83,933	†500	30,927	+1	+1,865	85	2,715	−52	−1,612	3,512
2,072	210	1,80,258	72,924	359	20,350	...	+607	63	1,846	−8	−136	2,284
1,300	22	1,75,470	21,307	388	17,336	...	−1,408	61	1,717	−37	−762	2,600
1,440	757	1,03,582	14,092	240	11,458	...	+357	15	406	−15	−599	542
2,200	5	1,53,884	21,534	349	21,162	...	−142	86	3,814	−9	−263	5,993
3,767	335	1,16,441	28,547	(A) 207	12,975	+1	−189	20	740	−5	−174	1,000
13,041	1,802	10,25,202	2,54,038	2,104	1,14,281	+2	+1,010	330	11,238	−126	−3,456	16,028
583	(B) 1,200	85,866	33,270	110	4,204	+7	−119	54	1,295	−16	−362	3,073
...	...	61,915	73,141	88	3,925	−1	−32	73	1,820	+16	+412	3,508
...	810	75,796	51,955	99	3,587	+6	+104	33	761	...	−129	1,498
...	655	1,23,001	24,210	150	8,592	−1	+688	81	2,010	−21	−325	4,041
...	2,797	59,002	24,437	72	3,452	−1	−104	14	334	−10	−243	485
235	250	1,67,185	54,688	209	9,989	+2	+105	93	2,233	−26	−456	6,056
...	...	1,18,845	51,685	122	7,240	+2	+20	129	3,716	−1	−78	10,068
873	5,712	6,81,610	3,13,386	850	40,998	+14	+692	477	12,169	−58	−1,282	28,859
27,710	*33,388	40,21,081	10,99,426	7,548	3,07,252	+2	−13,385	1,230	37,420	−212	−5,906	73,736

* Includes Rs. 1,000 on account of municipal technical and industrial schools.

† Includes a Police School under Local Board management.

(A) Includes 2 Night Schools under Local Board management.

(B) Includes Rs. 600 on account of contribution to Victoria Kaseki Museum.

Statement showing Primary Schools within Municipal limits on 31st March 1917.

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANTS, i.e., ON THE GOVERNMENT GRANTS.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNISED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.					
	Number of Schools.	Number of Pupils.	Receipts.						Expenditure of Schools.	Schools maintained by the Municipality, if any.		Aided or recognised Schools.		Provincial Grant.	Municipal Grant.
			Fees.	Local Fund Grants, under sections 45 and 47	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CENTRAL DIVISION.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					Rs.	Rs.
Bombay { Boys	...	...	...	...	...	...	...	...	...	120	17,629	117	12,295	4,061	3,50,259
{ Girls	...	...	...	...	...	...	...	...	...	52	5,983	39	5,479	1,161	1,22,46
Poona.															
Alandi { Boys	...	1	84	72	4	15	893	615	1,599	1,599	...	...	...	...	...	...
{ Girls	...	1	49	...	...	...	...	...	...	...	...	...	...	...	...	...
Bhamurdi { Boys	..	4	504	370	162	1	2,491	1,379	4,003	4,003	...	...	1	47	105	...
{ Girls	...	1	78	...	38	...	249	345	632	632	...	...	...	...	...	...
Indápur { Boys	...	1	187	186	138	...	1,090	1,164	2,562	2,562	...	...	...	...	...	...
{ Girls	...	1	33	...	29	...	219	...	242	242	...	...	...	...	...	...
Jejuri { Boys	...	3	283	145	126	28	675	1,122	2,069	2,069	...	...	...	...	...	...
{ Girls	...	1	45	...	...	10	100	350	460	460	...	...	...	...	...	...
Junnar { Boys	...	2	267	290	412	1	1,534	2,104	4,348	4,348	...	...	1	116	143	...
{ Girls	...	1	106	...	...	...	...	...	...	...	...	...	1	38	108	...
Khed { Boys	...	2	196	102	200	...	617	700	1,619	1,619	...	...	1	64	280	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lonavla { Boys	...	5	259	240	175	...	1,216	1,244	2,875	2,875	...	...	1	52	200	...
{ Girls	...	1	57	...	...	...	663	...	663	663	...	...	...	...	...	...
Poona City { Boys	..	24	2,302	1,709	...	9	18,572	11,955	32,245	32,745	1	41	21	3,239	5,094	571
{ Girls	...	11	1,339	...	66	41	5,500	6,810	12,543	15,843	1	28	30	1,516	5,190	366
Poona { Boys	...	2	236	184	68	84	726	985	1,978	1,978	...	...	20	1,797	6,813	1,000
Suburban. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	8	549	2,137	...
Sirval { Boys	...	1	450	333	309	10	1,704	1,412	3,248	3,248	...	...	1	37	101	...
{ Girls	...	1	91	...	46	...	147	177	380	380	...	...	1	48	163	...
Sirur { Boys	...	1	207	150	255	...	1,371	936	2,712	2,712	...	...	2	93	253	...
{ Girls	...	1	61	...	...	...	...	...	...	...	...	...	2	50	519	...
Talegaon { Boys	...	3	74	84	176	...	248	519	1,027	1,027	...	...	2	103	42	...
Dábhade. { Girls	...	1	53	...	11	...	100	100	211	211	...	...	1	50	294	...
Total { Boys	...	45	4,985	3,842	2,152	148	30,967	24,886	60,795	60,795	1	41	60	5,485	17,000	1,571
{ Girls	..	20	1,911	...	184	51	10,078	7,818	18,131	18,131	1	28	33	2,241	5,420	366
Siddra.																
Ashta { Boys	...	3	346	170	584	...	743	1,837	2,834	2,834	...	...	...	...	...	...
{ Girls	...	1	50	...	239	...	43	200	452	452	...	...	...	...	...	...
Islampur { Boys	...	3	367	440	41	...	1,648	1,425	3,563	3,563	...	...	...	...	...	...
{ Girls	...	2	118	...	27	...	731	135	893	893	...	...	...	...	...	...
Karád { Boys	...	4	588	458	200	1	1,990	2,163	4,412	4,412	...	...	1	...	88	...
{ Girls	...	1	73	...	176	...	156	300	632	632	...	...	1	...	137	...
Malcolm- { Boys	...	1	159	140	81	5	977	844	2,047	2,047	...	...	...	...	...	...
peth. { Girls	...	1	41	...	75	...	668	...	743	743	...	...	1	39	119	...
Mhasvad { Boys	...	1	241	294	100	...	694	1,088	2,146	2,146	...	...	...	...	...	...
{ Girls	...	1	27	...	135	...	187	...	322	322	...	...	...	...	...	...
Panchgani { Boys	...	1	64	33	13	...	204	188	438	438	...	...	...	...	...	...
{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rahimat- { Boys	...	2	243	197	890	...	370	584	1,541	1,541	...	...	1	37	145	...
pur. { Girls	...	1	36	...	74	...	...	74	74	74	...	...	1	34	35	...
Satára City { Boys	...	7	1,169	1,558	224	...	3,998	3,872	9,260	9,260	...	...	...	...	...	...
{ Girls	...	1	247	...	549	82	854	764	2,249	2,249	...	...	8	536	1,161	20
Sátára { Boys	...	1	65	67	...	...	294	284	635	635	...	...	3	145	509	...
Suburban { Girls	...	...	...	...	...	...	...	...	...	...	...	...	2	122	522	...
Tásgaon { Boys	...	3	455	390	170	2	1,524	1,315	3,341	3,341	...	...	1	39	395	...
{ Girls	...	1	128	...	200	...	186	355	741	741	...	...	1	51	107	...
Wái { Boys	...	5	514	488	295	32	1,597	1,756	4,168	4,168	...	...	1	29	87	...
{ Girls	...	2	127	...	326	...	27	340	693	693	...	...	2	137	371	...
Vita { Boys	...	1	199	259	260	...	322	830	1,680	1,683	...	...	3	121	474	...
{ Girls	...	1	34	...	100	...	4	...	104	104	...	...	1	35	111	...
Total { Boys	...	32	4,407	4,444	2,328	40	13,529	15,724	36,025	36,025	...	...	16	965	2,201	20
{ Girls	..	12	896	...	1,871	82	2,859	2,094	6,903	6,903	...	...	11	420	1,782	...

Towns.		SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANTS, i.e., ON THE GOVERNMENT GRANTS.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNISED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.					
				Receipts.						Expenditure of Schools.	Schools maintained by the Municipality, if any.		Aided or recognised Schools.		Provincial Grant.	Municipal Grant.
		Number of Schools.	Number of Pupils.	Fees.	Local Fund Grants, under Sections 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.		
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CENTRAL DIVISION—*continued.*				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					Rs.	Rs.
Sholápur.																
Bársi	Boys	6	433	456	734	10	10,326	2,358	13,884	13,884	...	...	3	87	176	...
	Girls	2	164	...	59	...	885	194	1,138	1,138	...	...	...	...	...	...
Karmála	Boys	1	308	309	179	1	1,025	1,432	2,946	2,946	...	...	...	...	...	...
	Girls	2	74	...	...	...	769	...	766	766	...	...	...	...	...	...
Pandharpur.	Boys	7	835	1,020	210	205	3,687	3,116	8,238	8,238	...	...	8	456	1,113	43
	Girls	1	220	...	30	...	754	420	1,204	1,204	...	...	...	...	...	...
Sángola	Boys	1	292	252	434	..	706	608	2,080	2,080	...	...	...	...	...	...
	Girls	1	80	...	...	...	...	208	208	208	...	...	...	...	...	...
Sholápur	Boys	12	1,428	2,278	1,102	210	11,509	10,037	25,136	25,136	...	...	19	1,837	4,231	...
	Girls	7	753	4	...	2	4,778	2,983	7,767	7,767	...	...	8	469	1,975	...
Total	Boys	27	3,131	4,315	2,649	429	27,343	17,551	52,284	52,284	...	...	30	2,389	5,520	43
	Girls	13	1,240	4	89	2	7,183	3,805	11,143	11,143	...	...	8	469	1,975	...
Ahmednagar.																
Ahmednagar.	Boys	8	1,410	1,443	393	7	5,780	6,684	14,262	14,262	...	...	9	523	1,421	...
	Girls	5	506	17	...	...	2,623	1,861	4,501	4,501	...	...	7	510	4,328	100
Bhingár	Boys	1	325	390	85	...	878	1,059	2,412	2,412	...	...	2	75	174	207
	Girls	1	77	...	45	...	280	176	471	471	...	...	...	...	...	...
Sangamner.	Boys	5	833	854	475	23	5,870	2,745	9,967	9,967	...	...	2	87	161	...
	Girls	1	142	...	...	...	...	...	...	...	...	...	...	...	...	...
Vámburi	Boys	2	228	180	210	7	1,154	856	2,366	2,366	...	...	3	83	242	...
	Girls	1	41	...	30	2	100	100	232	232	...	...	...	...	...	...
Kharda	Boys	2	...	141	5	...	2,093	...	2,239	2,239	...	...	...	...	...	...
	Girls	1	...	...	1	...	515	...	516	516	...	...	...	...	...	...
Total	Boys	18	2,826	2,969	1,171	37	15,775	11,324	31,276	31,276	...	...	16	768	1,998	207
	Girls	9	760	17	46	2	3,518	2,237	5,820	5,820	...	...	7	510	4,328	100
Násik.																
Igatpuri	Boys	3	210	223	73	3	1,017	1,040	2,356	2,356	...	...	2	80	157	...
	Girls	2	70	...	...	...	300	254	554	554	...	...	1	52	96	...
Malegaon	Boys	8	814	674	401	56	4,063	3,143	8,339	8,339	...	...	4	148	284	...
	Girls	2	297	...	101	...	1,358	822	2,181	2,181	...	...	...	...	...	...
Nandgaon	Boys	2	200	101	210	...	773	1,249	2,333	2,333	...	...	...	...	...	...
	Girls	2	62	...	23	...	119	141	282	282	...	...	...	...	...	...
Násik	Boys	6	1,241	1,848	66	7	6,360	6,442	15,158	15,158	...	...	5	406	738	144
	Girls	4	270	...	17	10	1,594	810	2,431	2,431	...	...	3	137	388	...
Sinnar	Boys	2	311	444	402	...	691	1,033	2,570	2,570	...	...	1	220	325	...
	Girls	1	60	...	22	...	51	368	441	441	...	...	1	42	...	...
Trimbak	Boys	2	224	112	244	5	677	1,012	2,050	2,050	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Yeola	Boys	7	1,101	844	113	45	4,585	3,647	9,230	9,230	...	...	...	...	...	...
	Girls	2	299	...	35	...	1,755	1,099	2,889	2,889	...	...	...	...	...	...
Total	Boys	30	4,110	4,241	1,514	116	18,908	17,566	42,045	42,045	...	...	12	914	1,524	144
	Girls	13	1,048	...	197	10	5,077	3,494	8,778	8,778	...	...	5	231	484	...

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANTS, i. e., ON THE GOVERNMENT GRANTS.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.					
	Number of Schools.	Number of Pupils.	Receipts.						Expenditure of Schools.	Schools maintained by the Municipality, if any.		Aided or recognized Schools.		Provincial Grant.	Municipal Grant.
			Fees.	Local Fund Grants under Sections 45 and 87.	Miscl. Income.	Municipal Funds.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Number of Schools.	Number of pupils.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CENTRAL DIVISION—*continued.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					Rs.	Rs.
East Khándesh.															
Amalner { Boys	3	830	532	844	1	4,865	2,364	8,106	8,106	...	...	1	24	74	...
Amalner { Girls	1	28	...	...	...	...	...	...	...	...	...	...	...	...	...
Bhusáwal { Boys	4	630	557	638	543	20,301	2,337	24,376	24,376	...	...	2	152	365	...
Bhusáwal { Girls	2	153	...	299	1	805	669	1,966	1,966	...	...	...	...	...	...
Chálisgaon { Boys	4	650	442	...	20	3,838	2,588	6,888	6,888	...	...	...	...	...	...
Chálisgaon { Girls	2	161	...	...	...	...	...	...	...	...	...	...	...	...	...
Chopda { Boys	5	944	564	917	4	4,267	2,596	8,348	8,348	...	...	...	...	...	...
Chopda { Girls	1	116	...	...	...	...	...	...	...	...	...	...	...	...	...
Dharan-gaon. { Boys	5	937	702	638	...	3,609	2,198	7,147	7,147	...	...	...	...	...	...
Dharan-gaon. { Girls	2	151	...	89	...	594	354	1,037	1,037	...	...	...	...	...	...
Erandol { Boys	4	989	673	1,038	10	2,546	2,627	6,894	6,894	...	...	...	...	...	...
Erandol { Girls	1	115	...	121	...	295	306	722	722	...	...	...	...	...	...
Faizpur { Boys	4	669	469	563	22	1,545	1,875	4,474	4,474	...	...	...	...	...	...
Faizpur { Girls	2	83	...	140	4	225	216	585	585	...	...	...	...	...	...
Jalgaon { Boys	7	1,262	877	406	...	5,378	4,120	10,781	10,731	...	...	...	...	...	...
Jalgaon { Girls	2	215	...	65	...	1,314	739	2,118	2,118	...	...	...	...	...	...
Párola { Boys	4	686	457	403	75	4,729	1,884	7,548	7,548	...	...	...	...	...	...
Párola { Girls	2	123	...	82	15	1,029	408	1,534	1,534	...	...	...	...	...	...
Ráver { Boys	3	468	201	404	4	2,558	1,538	4,705	4,705	...	...	...	...	...	...
Ráver { Girls	2	112	...	65	...	416	250	731	731	...	...	...	...	...	...
Savda { Boys	4	662	500	406	10,095	2,065	1,015	15,076	15,076	...	...	...	...	...	...
Savda { Girls	1	77	...	...	...	...	...	...	...	...	...	1	35	115	...
Yáwal { Boys	3	729	570	697	41	2,223	1,831	5,362	5,362	...	...	...	...	...	...
Yáwal { Girls	2	106	...	118	3	366	217	704	704	...	...	...	...	...	...
Total { Boys	50	9,435	6,543	7,044	10,815	67,304	27,353	1,09,655	1,09,655	...	...	3	176	439	...
Total { Girls	20	1,510	...	880	23	5,044	3,160	9,097	9,097	...	...	1	35	115	...
West Khándesh.															
Betávad { Boys	2	296	211	608	5	651	864	2,339	2,339	...	...	...	...	...	...
Betávad { Girls	1	44	...	40	1	72	95	208	208	...	...	...	...	...	...
Dhulia { Boys	8	1,491	1,121	947	112	7,519	5,286	14,335	14,335	...	...	2	49	115	...
Dhulia { Girls	5	378	...	114	32	2,326	1,490	3,912	3,912	...	...	1	24	...	...
Nandurbár { Boys	4	615	564	402	123	3,291	2,229	6,709	6,709	...	...	...	...	...	...
Nandurbár { Girls	2	167	...	116	33	886	605	1,640	1,640	...	...	1	9	...	...
Shahada { Boys	2	415	290	451	4	1,637	1,400	3,872	3,872	...	...	...	...	...	...
Shahada { Girls	1	63	...	...	5	200	145	350	350	...	...	...	...	...	...
Shirpur { Boys	4	709	540	739	18	2,250	1,905	5,542	5,542	...	...	...	...	...	...
Shirpur { Girls	2	159	...	154	12	436	304	906	906	...	...	...	...	...	...
Sindkheda { Boys	2	344	199	252	...	1,286	910	2,647	2,647	...	...	...	...	...	...
Sindkheda { Girls	1	41	...	21	...	101	73	195	195	...	...	...	...	...	...
Taloda { Boys	1	377	16	286	...	1,087	1,172	3,311	3,311	...	...	...	...	...	...
Taloda { Girls	1	38	...	...	...	370	...	370	370	...	...	...	...	...	...
Total { Boys	23	4,147	3,341	3,685	262	18,921	13,866	38,755	38,755	...	...	3	73	115	...
Total { Girls	13	881	...	445	83	4,401	2,742	7,671	7,671	...	...	1	9	...	...
Grand Total. { Boys	225	33,091	29,691	19,893	11,844	1,61,897	1,29,200	3,70,875	3,70,875	140	17,670	257	3,086	32,858	3,52,240
Grand Total. { Girls	160	8,236	21	3,712	253	28,137	25,400	67,543	67,543	53	5,961	105	9,524	18,215	1,52,512
Total, Central Division	325	41,327	2,962	23,605	12,097	2,19,404	1,53,600	4,38,418	4,38,418	193	23,631	362	32,610	51,073	5,04,752

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANTS, i. e., ON THE GOVERNMENT GRANTS.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNISED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.					
			Receipts.						Expenditure of Schools.	Schools maintained by the Municipality, Extra.		Aided or recognised Schools.		Provincial Grant.	Municipal Grant.
	Number of Schools.	Number of Pupils.	From.	Local Fund Grants, under sections 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
NORTHERN DIVISION.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					Rs.	Rs.
Ahmedabad.															
Ahmedabad { Boys	33	7,106	8,406	781	225	38,103	23,598	71,273	71,273	...	...	6	1,101	1,994	250
Girls	11	1,405	...	154	46	7,533	4,680	12,412	12,412	...	...	14	2,017	4,929	2,326
Prantij { Boys	2	378	218	420	12	999	1,900	3,215	3,215	...	...	1	151	250	...
Girls	1	113	...	137	...	361	406	856	856	...	...	1	27	...	...
Modasa { Boys	2	565	610	303	18	1,324	1,743	3,999	3,999	...	...	...	...	...	...
Girls	1	119	...	64	...	402	365	831	831	...	...	1	40	20	...
Dholka { Boys	3	633	444	395	10	1,430	1,858	4,077	4,077	...	...	2	122	148	...
Girls	2	174	...	111	...	643	603	1,357	1,357	...	...	...	...	...	...
Sanand { Boys	2	357	212	224	...	761	1,420	2,617	2,617	...	...	...	...	...	...
Girls	1	141	...	109	...	468	682	1,259	1,259	...	...	...	...	...	...
Viramgam { Boys	7	840	701	259	...	6,988	3,254	11,193	11,193	...	...	1	114	365	30
Girls	3	291	...	65	...	1,626	717	2,398	2,398	...	...	...	...	...	...
Rampur { Boys	3	330	291	223	...	1,038	1,463	3,025	3,025	...	...	...	...	...	...
Girls	1	171	...	114	...	572	669	1,355	1,355	...	...	...	...	...	...
Dhandhuka { Boys	3	601	470	312	47	1,696	2,225	4,750	4,750	...	...	...	...	...	...
Girls	1	187	...	81	23	550	585	1,242	1,242	...	...	...	...	...	...
Dholera { Boys	2	350	278	6	...	1,138	1,114	2,536	2,536	...	...	...	...	...	...
Girls	1	128	7	...	...	969	500	1,176	1,176	...	...	...	...	...	...
Ghogha { Boys	1	276	143	164	8	606	835	1,756	1,756	...	...	1	73	209	...
Girls	...	...	...	...	...	...	...	...	...	...	...	1	69	117	...
Ahmedabad { Boys	...	...	...	...	...	...	...	...	...	...	...	1	46	125	350
Camp. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total { Boys	58	11,469	11,803	3,094	320	54,024	39,440	108,681	108,681	...	...	12	1,504	2,777	630
Girls	22	2,729	7	813	68	12,720	9,207	22,916	22,916	...	...	17	2,122	5,144	2,326
Kaira.															
Kapadvanj { Boys	5	564	407	6	85	1,876	2,193	4,474	4,474	...	...	5	220	486	...
Girls	2	324	...	6	137	1,207	1,201	2,611	2,611	...	...	1	...	60	...
Nadiad { Boys	8	2,012	1,082	270	129	9,474	5,455	18,010	18,010	...	...	8	281	807	...
Girls	4	776	...	125	83	2,971	2,307	5,486	5,486	...	...	...	...	...	...
Dakore { Boys	3	490	416	822	9	1,020	1,403	3,667	3,667	...	...	2	70	131	...
Girls	1	194	...	315	5	400	832	1,359	1,359	...	...	...	...	...	...
Mahudha { Boys	2	448	269	205	...	1,278	1,552	3,304	3,304	...	...	1	54	60	...
Girls	1	120	...	60	1	363	581	985	985	...	...	...	...	...	...
Mahmedabad. { Boys	2	361	241	166	111	1,113	1,461	3,020	3,020	...	...	...	...	...	...
Girls	2	188	...	70	...	548	573	1,191	1,191	...	...	1	55	99	103
Kaira { Boys	2	323	313	54	9	1,367	1,200	2,943	2,943	...	...	3	260	277	...
Girls	2	300	9	55	2	576	988	1,630	1,630	...	...	...	...	...	...
Umreth { Boys	4	656	804	570	22	2,582	2,253	6,741	6,741	...	...	2	73	88	...
Girls	2	273	...	81	...	994	760	1,765	1,765	...	...	...	...	...	...
Anand { Boys	3	529	442	347	...	1,536	1,630	3,954	3,954	...	...	3	189	705	...
Girls	1	93	...	100	...	313	400	713	713	...	...	1	131	547	...
Borsad { Boys	4	767	665	592	73	1,466	2,320	5,036	5,036	...	...	2	93	428	...
Girls	2	240	...	206	...	691	774	1,671	1,671	...	...	3	248	1,057	200
Total { Boys	33	6,450	5,243	2,731	438	21,412	20,385	50,200	50,200	...	...	26	1,057	3,042	...
Girls	17	2,480	9	1,018	228	8,063	8,193	17,511	17,511	...	...	6	434	1,729	303
Panch Mahals and Rewa Kantha.															
Godhra { Boys	4	758	964	788	224	553	2,776	5,508	5,508	...	...	...	289	500	...
Girls	1	258	...	219	54	1,688	776	2,714	2,714	...	...	...3	...	...	...
Dohad { Boys	4	518	414	383	...	3,659	1,588	6,044	6,044	...	...	...	...	...	...
Girls	2	243	...	179	...	1,662	747	2,588	2,588	...	...	...	...	...	...
Total { Boys	8	1,276	1,378	1,171	224	4,215	4,364	11,552	11,552	...	...	3	289	500	...
Girls	3	501	..	398	54	3,350	1,523	6,302	6,302	...	...	...	...	...	...
Broach.															
Broach { Boys	9	1,870	1,542	597	200	6,550	8,014	17,903	17,903	...	...	7	505	983	125
Girls	7	802	...	280	205	6,882	3,236	11,203	11,203	...	...	3	187	942	125
Jambusar { Boys	6	891	400	555	9	1,931	2,160	5,055	5,055	...	...	...	...	...	...
Girls	2	218	...	200	...	730	979	1,909	1,079	...	...	...	...	...	...
Ankleshvar { Boys	5	742	567	156	6	2,605	3,947	6,361	6,481	...	...	...	...	...	...
Girls	2	241	...	60	...	1,216	1,088	2,364	2,364	...	...	...	...	...	...
Total { Boys	20	3,503	2,509	1,308	315	11,086	13,121	28,439	28,439	...	...	7	505	983	125
Girls	11	1,256	...	540	205	8,828	5,793	15,366	15,366	...	...	3	187	942	125

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANTS, &c., ON THE GOVERNMENT GRANTS.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.					
	Number of Schools.	Number of Pupils.	Receipts.						Expenditure of Schools.	Schools maintained by the Municipality, if any.		Aided or recognized Schools.		Provincial Grant.	Municipal Grant.
			Fees.	Local Fund Grants, under sections 45 and 47.	Miscellaneous.	Municipal Fund.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
NORTHERN DIVISION —continued.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					Rs.	Rs.
Surat.															
Surat { Boys ..	25	4,664	5,175	443	55	24,293	18,300	48,266	48,266	...	...	14	1,473	2,115	336
{ Girls ..	5	851	...	...	40	6,267	3,856	10,163	10,163	...	...	12	1,163	3,294	840
Bulsár { Boys ..	5	302	997	277	...	3,117	2,679	7,040	7,040	...	...	1	60	37	...
{ Girls ..	2	345	...	89	...	967	887	1,943	1,943	...	...	1	66	39	...
Bándar { Boys ..	4	350	140	182	1	1,931	1,917	4,180	4,180	...	...	1	157	104	...
{ Girls ..	1	109	...	62	...	706	650	1,418	1,418	...	...	1	103	289	...
Total { Boys ..	34	5,816	6,291	902	56	29,341	22,896	59,486	59,486	...	...	16	1,696	2,316	336
{ Girls ..	8	1,305	...	151	40	7,970	5,393	13,524	13,524	...	...	14	1,331	3,722	840
Thána.															
Thána { Boys ..	5	870	1,165	286	295	3,306	3,856	9,008	9,008	1	41	...	...	93	356
{ Girls ..	2	383	...	191	92	1,768	1,569	3,571	3,571	...	...	1	96	315	...
Kurla { Boys ..	5	351	423	220	83	1,993	2,148	4,864	4,864	...	...	3	147	425	...
{ Girls ..	1	81	33	...	159	275	370	837	837	...	...	...	...	...	...
Bándra { Boys ..	3	647	547	...	68	3,702	3,314	7,721	7,721	...	...	3	371	228	279
{ Girls ..	2	168	...	...	...	1,420	709	2,129	2,129	...	...	1	87	139	120
Máhim { Boys ..	4	321	34	624	...	510	1,426	2,594	2,594	...	...	...	...	...	...
{ Girls ..	1	82	...	60	...	99	158	308	308	...	...	...	...	...	...
Kalyán { Boys ..	3	491	503	554	35	2,001	2,308	5,411	5,411	...	...	3	207	325	230
{ Girls ..	2	178	...	135	...	478	551	1,164	1,164	...	...	...	...	...	...
Bassein { Boys ..	8	*758	472	732	18	2,333	2,700	6,255	6,255	...	...	1	38	27	...
{ Girls ..	1	124	...	130	...	500	482	1,121	1,121	...	...	1	66	100	...
Bhiwandi { Boys ..	4	468	303	792	1	1,452	2,289	4,927	4,927	...	...	1	59	156	...
{ Girls ..	2	104	...	175	...	304	519	998	998	...	...	...	...	...	...
Total { Boys ..	37	3,912	3,537	3,318	500	15,384	18,041	40,760	40,760	1	41	11	716	1,354	881
{ Girls ..	11	1,020	33	670	251	4,825	4,340	10,119	10,119	...	...	3	249	563	120
Grand { Boys ..	199	32,066	30,761	12,464	1,853	1,36,462	1,18,347	2,98,887	2,98,887	1	41	75	6,167	10,962	2,062
Total. { Girls ..	73	9,291	49	3,595	846	45,742	34,506	84,738	84,738	...	...	43	4,572	12,180	3,719
Total, Northern Division ..	262	41,857	30,810	16,059	2,699	1,81,204	1,52,853	3,83,625	3,83,625	1	41	118	10,739	23,092	5,781
SOUTHERN DIVISION.															
Dhárwár.															
Dhárwár { Boys ..	11	1,338	1,474	13	63	6,844	7,069	16,063	16,063	...	...	...	...	...	...
{ Girls ..	7	636	...	9	...	4,355	451	4,815	4,815	...	...	...	...	...	...
Hubli { Boys ..	17	3,070	3,024	316	...	17,178	9,569	30,187	30,187	...	...	8	481	1,051	20
{ Girls ..	7	1,268	...	...	...	7,925	4,374	12,299	12,299	...	...	1	29	62	...
Gadag { Boys ..	9	1,747	1,594	90	5	4,856	5275	11,820	11,820	...	...	2	178	167	...
{ Girls ..	3	640	...	...	...	3,653	...	3,653	3,653	...	...	2	152	202	...
Ránebennur. { Boys ..	4	504	616	239	...	1,679	1,409	3,997	3,997	...	...	2	115	123	...
{ Girls ..	2	211	...	46	...	295	394	738	738	...	...	...	...	...	...
Navalgund { Boys ..	3	360	222	427	17	902	1,119	2,687	2,687	...	...	...	...	...	...
{ Girls ..	1	70	...	75	4	183	217	479	479	...	...	...	...	...	...
Nargund { Boys ..	4	232	214	285	5	1,142	1,142	2,788	2,788	...	...	...	...	...	...
{ Girls ..	1	66	...	70	...	260	250	579	579	...	...	...	...	...	...
Háveri { Boys ..	1	194	181	178	33	928	778	2,110	2,110	...	...	2	121	160	...
{ Girls ..	1	120	...	64	2	138	390	594	594	...	...	...	...	...	...
Byadgi { Boys ..	3	406	209	239	...	1,612	1,600	3,660	3,660	...	...	...	...	...	...
{ Girls ..	1	98	...	...	...	869	...	869	869	...	...	...	...	...	...
Total { Boys ..	62	7,651	7,534	1,781	125	35,151	28,721	73,312	73,312	...	...	14	845	1,501	20
{ Girls ..	23	2,009	...	264	6	17,671	6,076	24,017	24,017	...	...	3	178	324	...

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANTS, i.e., ON THE GOVERNMENT GRANTS.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.					
										Schools maintained by the Municipality, if any.		Aided or recognised Schools.			
	Number of Schools.	Number of Pupils.	Receipts.						Expenditure of Schools.	Number of Schools.	Number of Pupils.	Number of schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
			Fees.	Local Fund Grants under sections 46 and 47.	Miscellaneous.	Municipal Fund.	Fixed Provincial Grant.	Total.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SOUTHERN DIVISION —*continued.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					Rs.	Rs.
Belgaum.															
Belgaum { Boys	10	1,446	2,157	1,070	...	7,130	6,500	16,863	16,863	...	...	9	634	747	...
Belgaum { Girls	6	678	...	...	189	3,574	2,072	5,835	5,835	...	...	4	236	1,108	...
Athni { Boys	4	...	243	330	7	1,375	1,619	3,583	3,583	...	...	3	20	389	...
Athni { Girls	2	...	...	100	...	442	503	1,144	1,144	...	...	...	...	...	...
Gokák { Boys	6	451	484	536	3	899	1,636	3,488	3,488	...	...	...	...	...	...
Gokák { Girls	1	115	...	...	...	360	...	360	360	...	...	...	...	...	...
Nipáni { Boys	5	541	447	382	2	1,789	1,756	4,376	4,376	...	...	2	47	94	...
Nipáni { Girls	1	72	...	...	...	376	...	376	376	...	...	...	...	...	...
Saundatti { Boys	2	250	180	440	...	756	1,144	2,520	2,520	...	...	...	...	...	...
Saundatti { Girls	1	105	...	...	...	540	...	540	540	...	...	...	...	...	...
Total { Boys	27	2,688	3,511	2,773	12	11,859	12,675	30,830	30,830	...	...	14	701	1,230	...
Total { Girls	11	920	...	100	189	5,292	2,065	8,255	8,255	...	...	4	236	1,108	...
Bijápur.															
Bijápur { Boys	9	671	775	415	...	4,691	3,814	9,695	9,695	...	...	5	307	329	...
Bijápur { Girls	3	315	...	105	...	2,282	1,791	4,208	4,208	...	...	...	...	...	...
Bágalkot { Boys	6	1,136	861	22	...	4,332	3,475	8,590	8,590	...	...	1	101	57	...
Bágalkot { Girls	1	212	...	...	...	1,512	...	1,512	1,512	...	...	...	...	...	...
Guledgud { Boys	3	576	617	325	...	2,460	1,685	5,087	5,087	...	...	1	54	82	...
Guledgud { Girls	2	177	...	90	...	677	454	1,181	1,181	...	...	...	...	...	...
Ilkal { Boys	2	257	209	...	...	797	1,408	2,414	2,414	...	...	3	287	250	...
Ilkal { Girls	1	85	...	276	...	...	...	276	276	...	...	...	...	...	...
Total { Boys	20	2,640	2,462	762	...	12,180	10,382	25,786	25,786	...	...	10	749	718	...
Total { Girls	7	789	...	566	...	4,471	2,245	7,236	7,236	...	...	...	...	...	...
Kánara.															
Kárwár { Boys	9	986	532	...	...	3,378	3,752	7,562	7,562	...	...	2	114	184	...
Kárwár { Girls	1	217	..	794	...	...	...	794	794	...	...	...	...	...	...
Kumta { Boys	6	571	389	129	2	1,984	2,370	4,874	4,874	...	...	...	...	...	...
Kumta { Girls	3	271	...	34	48	907	682	1,671	1,671	...	...	...	...	...	...
Sirsi { Boys	4	332	272	24	21	1,688	1,493	3,498	3,498	...	...	...	...	...	...
Sirsi { Girls	2	154	...	6	29	543	556	1,133	1,133	...	...	...	...	...	...
Haliyál { Boys	3	318	219	589	3	729	1,284	2,824	2,824	...	...	...	...	...	...
Haliyál { Girls	1	61	...	162	...	306	240	508	508	...	...	...	...	...	...
Bhatkal { Boys	2	369	180	58	6	1,202	936	2,382	2,382	...	...	...	...	...	...
Bhatkal { Girls	1	45	...	...	...	280	...	280	280	...	...	...	...	...	...
Honávar { Boys	3	303	240	300	...	480	1,480	2,500	2,500	...	...	...	...	...	...
Honávar { Girls	2	126	...	111	...	405	306	816	816	...	...	...	...	...	...
Total { Boys	27	2,879	1,832	1,100	32	9,370	11,315	23,640	23,640	...	...	2	114	184	...
Total { Girls	10	798	...	1,097	77	2,241	1,877	5,292	5,292	...	...	...	...	...	...
Ratnágiri.															
Ratnágiri { Boys	5	736	1,075	843	37	1,670	2,123	5,778	5,778	...	...	2	145	209	...
Ratnágiri { Girls	1	241	...	242	11	477	608	1,338	1,338	...	...	...	...	...	...
Chiplún { Boys	2	554	684	...	13	2,496	1,844	5,037	5,037	...	...	1	73	57	...
Chiplún { Girls	1	68	...	...	...	575	...	575	575	...	...	...	...	...	...
Rájápur { Boys	2	320	412	1,205	...	309	1,156	3,073	3,073	...	...	2	82	145	...
Rájápur { Girls	1	62	...	...	...	89	162	251	251	...	...	...	...	...	...
Vengurla { Boys	4	643	932	...	11	1,416	3,112	4,471	4,471	...	...	2	77	235	...
Vengurla { Girls	2	140	...	...	1	597	700	1,298	1,298	...	...	...	...	...	...
Total { Boys	13	2,300	3,123	2,053	61	5,882	7,240	18,359	18,359	...	...	7	377	676	...
Total { Girls	5	481	...	242	12	1,738	1,470	3,462	3,462	...	...	...	...	...	...

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANTS, i. e., ON THE GOVERNMENT GRANTS.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.					
	Number of Schools.	Number of Pupils.	Receipts.						Expenditure of Schools.	Schools maintained by the Municipality, if any.		Aided or recognized Schools.		Provincial Grant.	Municipal Grant.
			Fees.	Local Fund Grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SOUTHERN DIVISION —*continued*.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					Rs.	Rs.
Kolaba.															
Alibág	Boys ...	1	285	449	...	...	1,291	1,908	3,648	3,648	...	...	1	50	99	...
	Girls ...	1	101	...	654	...	...	...	654	654	...	...	2	73	249	...
Mahád	Boys ...	3	447	505	...	25	2,060	2,008	4,598	4,598	...	...	...	...	...	...
	Girls ...	1	114	...	793	...	...	...	793	793	...	...	...	...	...	...
Pen	Boys ...	3	324	436	...	28	1,492	1,968	3,924	3,924	...	...	1	27	37	...
	Girls ...	1	119	...	843	...	...	...	843	843	...	...	...	...	...	...
Panvel	Boys ...	3	130	298	762	...	419	2,380	3,859	3,859	...	...	...	...	...	...
	Girls ...	1	84	...	...	...	619	...	619	619	...	...	...	...	...	...
Roha	Boys ...	3	385	361	...	...	937	1,524	2,822	2,822	...	...	1	27	53	...
	Girls ...	1	51	...	639	...	...	...	639	639	...	...	1	24	27	...
Uran	Boys ...	2	246	221	186	100	458	1,252	2,282	2,282	...	...	...	...	...	...
	Girls ...	1	55	...	...	...	224	...	224	224	...	...	...	...	...	...
Mátheran	Boys ...	1	135	161	231	...	309	872	1,164	1,164	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	Boys ...	16	1,972	2,502	1,173	153	6,967	11,512	22,297	22,297	...	...	3	154	150	...
	Girls ...	6	413	...	2,029	...	843	...	3,772	3,772	...	...	3	97	346	...
Grand Total	Boys ...	155	20,090	20,964	9,642	383	81,309	81,845	1,94,233	...	...	50	2,940	4,439	20
	Girls ...	62	6,605	...	5,201	284	32,206	14,345	52,034	52,034	...	...	10	511	1,778	...
Total, Southern Division		217	26,695	20,964	14,843	667	1,13,515	96,188	2,46,267	2,46,267	...	...	60	3,451	6,217	20
SIND.															
Karáchi.															
Karáchi	Boys ...	13	2,028	3,020	300	...	21,501	12,185	37,076	37,076	...	...	44	4,851	12,007	11,797
	Girls ...	10	1,304	...	288	230	15,055	10,103	25,746	25,746	...	...	22	1,949	10,706	3,112
Tatta	Boys ...	3	373	467	230	1	3,090	2,380	6,768	6,768	...	...	2	82	165	...
	Girls ...	1	141	...	95	31	1,681	980	2,787	2,787	...	...	1	54	230	...
Keti Bunder.	Boys ...	1	93	...	...	...	871	632	1,503	1,503	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kotri	Boys ...	3	232	243	...	...	2,891	1,588	4,122	4,122	...	...	...	...	...	...
	Girls ...	2	94	...	...	217	1,002	342	1,561	1,561	...	...	1	81	99	...
Mánjhand	Boys ...	1	152	90	100	...	761	648	1,999	1,999	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	Boys ...	21	2,908	3,820	630	1	29,114	17,433	51,068	51,068	...	...	46	4,933	12,172	11,797
	Girls ...	13	1,539	...	383	538	17,748	11,425	30,094	30,094	...	...	24	2,084	11,035	3,112
Hyderabad.															
Hyderabad	Boys ...	11	846	538	...	641	7,755	7,919	16,853	14,708	...	...	20	2,044	7,031	1,026
	Girls ...	6	332	...	...	3	3,639	3,525	7,217	7,217	...	...	12	1,348	7,879	1,975
Tando Mahomed Khán.	Boys ...	1	236	146	...	4	1,403	1,100	2,653	2,532	...	...	...	...	...	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	1	110	250	...
Hálla	Boys ...	1	263	183	...	5	1,750	1,280	3,218	2,983	...	...	1	64	75	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	1	30	80	...
Nasarpur	Boys ...	1	241	229	...	...	1,744	1,472	3,445	3,445	...	...	1	44	50	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Matiári	Boys ...	2	153	77	...	...	1,180	1,180	2,437	2,250	...	...	1	40	50	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Tando Allahyár.	Boys ...	2	225	146	...	...	1,755	1,110	2,811	2,811	...	...	1	48	69	...
	Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	Boys ...	18	1,964	1,319	...	650	15,587	14,061	31,417	28,738	...	...	24	2,240	7,329	1,026
	Girls ...	6	332	...	...	3	3,639	3,525	7,217	7,217	...	...	14	1,488	8,156	1,975

Towns.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANTS, &c., ON THE GOVERNMENT GRANTS.									PRIMARY SCHOOLS WITHIN MUNICIPAL LIMITS AND AIDED OR RECOGNIZED BY THE DEPARTMENT, BUT NOT ON THE CONTRACT GRANT.					
			Receipts.						Expenditure of Schools.	Schools maintained by the Municipality, if any.		Aided or recognized Schools.			
	Number of Schools.	Number of Pupils.	Fees.	Local Fund Grants under sections 45 and 47.	Miscellaneous.	Municipal Fund.	Fixed Provincial Grant.	Total.		Number of Schools.	Number of Pupils.	Number of Schools.	Number of Pupils.	Provincial Grant.	Municipal Grant.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SIND—*continued.*			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					Rs.	Rs.
Nawabshah.															
Tando Adam.	Boys ... 1	222	102	...	...	1,656	1,464	3,222	3,222	...	...	3	204	265	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Shahdadpur.	Boys ... 1	175	92	...	...	605	1,200	1,937	1,937	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	Boys ... 2	397	194	...	...	2,321	2,664	5,179	5,179	...	...	3	204	265	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Thar and Parkar.															
Umarkot	Boys ... 1	126	...	210	...	1,089	1,265	2,564	2,564	...	...	...	...	...	...
	Girls ... 1	62	...	600	...	416	675	1,390	1,390	...	...	...	...	...	...
Mirpur Khas.	Boys ... 1	98	50	300	10	1,383	1,112	2,855	2,536	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	1	69	235	100
Total	Boys ... 2	223	50	510	10	2,472	2,377	5,419	5,100	...	...	...	...	...	...
	Girls ... 1	62	...	300	...	413	675	1,390	1,390	...	...	1	69	235	100
Sukkur.															
Sukkur	Boys ... 6	625	103	...	1	6,758	4,725	12,047	12,047	...	...	12	1,070	1,460	1,715
	Girls ... 2	177	...	...	...	1,067	1,643	2,710	2,710	...	...	8	648	2,795	1,762
Rohri	Boys ... 2	480	742	...	45	2,374	2,817	5,978	5,978	...	...	1	40	25	...
	Girls ... 2	205	...	...	...	975	975	1,950	1,950	...	...	...	...	...	...
Ghotki	Boys ... 1	171	115	300	83	810	1,001	2,309	2,309	...	...	1	21	25	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Shikarpur	Boys ... 12	1,175	892	...	16	9,852	7,392	17,872	17,872	...	...	19	1,230	1,830	150
	Girls ... 7	1,037	...	...	167	3,768	3,768	7,693	7,693	...	...	3	371	824	...
Garhi Yasin	Boys ... 1	230	138	...	...	1,218	1,400	2,756	2,756	...	...	1	173	400	...
	Girls	...	...	...	...	...	...	...	...	...	...	1	80	120	...
Total	Boys ... 22	2,654	2,200	300	145	21,902	17,208	40,955	40,955	...	...	34	3,276	3,740	1,865
	Girls ... 11	1,439	...	...	167	5,810	6,376	12,353	12,353	...	...	12	1,099	3,680	1,762
Upper Sind Frontier.															
Jacobabad	Boys ... 3	253	226	...	7	2,009	1,855	4,097	4,097	...	...	...	...	...	...
	Girls ... 2	108	...	...	4	1,081	901	1,986	1,986	...	...	...	...	...	...
Larkana.															
Larkana	Boys ... 3	407	622	90	42	3,779	4,500	9,033	9,033	...	...	7	364	550	30
	Girls ... 1	84	...	...	...	...	...	...	...	...	...	3	298	625	500
Ratodero	Boys ... 2	252	79	66	56	1,970	2,024	4,195	4,140	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kambar	Boys ... 1	151	116	50	...	2,300	1,380	3,846	3,650	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sehwan	Boys ... 2	277	228	...	10	955	1,120	2,313	2,313	...	...	2	80	80	...
	Girls	...	...	...	...	...	...	...	...	1*	88	...	...	340	250
Dubak	Boys ... 1	172	111	...	...	937	1,000	2,048	2,048	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	Boys ... 9	1,259	1,156	206	108	9,941	10,024	21,435	21,193	...	...	9	444	630	30
	Girls ... 1	84	...	...	...	...	...	...	...	1	88	3	298	965	750
Grand Total	Boys ... 77	9,648	9,135	1,646	921	82,246	65,622	1,39,576	1,50,330	...	...	116	11,037	24,776	14,719
	Girls ... 34	2,564	...	683	712	23,743	22,902	53,040	53,040	1	88	54	4,988	24,042	7,715
Total, Sind	... 111	12,212	9,135	2,329	1,633	1,10,989	88,524	2,12,616	2,09,370	1	88	170	16,025	48,778	22,434
Grand Total	Boys ... 647	94,895	90,461	43,645	15,001	4,80,444	3,84,034	10,73,565	10,20,225	141	17,711	498	43,350	73,015	3,09,017
	Girls ... 268	27,626	70	13,191	2,005	1,44,848	97,151	2,57,259	2,57,253	54	6,049	212	19,355	50,165	3,63,936
Grand Total of the Presidency	... 915	1,22,521	90,531	56,836	17,006	6,25,292	4,81,185	12,30,920	12,77,680	195	23,760	710	62,705	1,23,180	5,72,953

* Belonging to Municipality but not within the contract.

The list of Primary Schools for Girls will be found in Subsidiary Forms Nos. 4 and 5 for British Districts and the figures contrast with those of the previous year as under:—

Division.	Managed by Government.				Managed by Local Boards.				Managed by Municipal Boards.			
	1915-1916.		1916-1917.		1915-1916.		1916-1917.		1915-1916.		1916-1917.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division—												
Bombay ...	...	...	...	...	...	...	...	...	46	5,268	52	5,933
Mofussil ...	2	279	2	253	103	4,433	105	3,590	94	8,141	101	8,394
Northern Division...	2	195	2	189	171	11,129	175	11,479	70	9,056	72	9,291
Southern Division...	1	144	1	190	105	8,490	105	8,639	60	6,238	63	6,035
Sind ...	2	161	2	127	22	1,083	23	1,092	36	3,566	35	3,364
Aden ...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	7	779	7	729	461	25,135	468	24,824	306	32,269	322	33,057

Division.	Aided by the Department or by Local Board or Municipal Board.				Unaided.				Total.			
	1915-1916.		1916-1917.		1915-1916.		1916-1917.		1915-1916.		1916-1917.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division—												
Bombay ...	35	4,824	37	5,218	2	239	2	261	83	10,331	91	11,412
Mofussil ...	73	4,884	71	4,268	4	138	5	384	276	17,875	284	16,759
Northern Division .	55	5,157	49	4,800	1	46	1	75	229	25,583	229	25,834
Southern Division...	21	1,147	15	736	2	76	9	412	249	16,035	253	16,053
Sind ...	122	6,502	117	6,502	...	...	1	90	182	11,312	178	13,375
Aden ...	4	155	4	162	...	...	2	56	4	155	6	218
Total ...	310	22,669	293	21,776	9	499	20	1,278	1,023	81,351	1,110	82,264

The Divisional Returns of all Primary Schools in Education General Table V for British Districts are as under :—

Division.	Number of Schools.	Number of Pupils on the Rolls.	Upper Primary Stage			Lower Primary Stage.						Total.			Total.		
						Reading Printed Books.			Not reading Printed Books.								
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Central Division.	4,041	231,240	33,396	3,356	36,752	101,989	19,434	121,423	54,314	18,751	73,065	156,303	38,185	194,488	189,699	41,541	231,240
Northern Division	2,305	178,220	28,315	3,741	32,056	77,032	22,004	99,036	33,202	13,926	47,128	110,234	35,930	146,164	138,549	39,671	178,220
Southern Division.	2,754	158,558	23,579	1,658	25,237	71,741	14,141	85,882	33,928	13,511	47,439	105,669	27,652	133,321	129,248	29,310	158,558
Sind ...	1,623	82,721	13,496	1,029	14,525	44,022	8,620	52,642	11,682	3,872	15,554	55,704	12,492	68,196	69,200	13,521	82,721
Aden ...	32	1,879	84	1	85	1,471	250	1,721	43	30	73	1,514	280	1,794	1,598	281	1,879
Total ...	10,755	652,618	98,870	9,785	108,655	296,255	64,449	360,704	133,169	50,090	183,259	429,424	114,539	543,963	528,294	124,324	652,618

EXAMINATION RESULTS IN PRIMARY SCHOOLS FOR 1916-17.

Name of District.		Number of separate schools examined.	Number of pupils examined.	Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.	
				Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.
	Boys.																
	In Local Board Area ...	2,631	196,206	18,227	10,859	16,756	9,000	9,821	5,606	6,976	3,609	3,599	2,045	2,065	1,152	626	374
	In Municipal Area — (Bombay ...	226	18,272	4,148	2,213	3,389	2,473	2,647	2,046	2,209	1,610	79	43	45	28	28	15
	(Mofussil ...	374	30,900	6,711	3,897	5,388	3,377	5,407	2,903	4,821	2,975	2,365	1,209	1,243	624	736	329
	Total ...	3,231	255,378	29,816	16,969	25,533	14,749	17,875	10,555	13,906	7,694	6,043	3,357	3,353	1,804	1,427	718
Central Division.	*Girls.*																
	In Local Board Area ...	103	9,271	704	487	419	245	210	123	101	62	30	17	2	2	—	—
	In Municipal Area — (Bombay ...	91	8,863	1,617	1,166	2,207	1,781	1,393	1,073	520	385	128	79	74	41	6	2
	(Mofussil ...	140	8,631	1,972	1,071	1,160	709	723	456	625	391	169	121	59	34	6	1
	Total ...	334	26,765	4,293	2,724	3,786	2,735	2,326	1,652	1,246	838	327	217	135	77	12	3
	Total, Central Division ...	3,565	282,143	34,109	19,693	29,319	17,484	20,201	12,207	15,152	8,532	6,370	3,574	3,488	1,881	1,439	721
	Boys.																
	In Local Board Area ...	1,703	94,111	17,726	10,998	13,160	8,301	10,159	6,663	7,447	3,653	4,345	2,083	2,444	1,201	1,126	647
	In Municipal Area ...	270	34,988	5,020	4,158	5,476	3,910	4,057	2,810	4,046	2,468	1,889	1,013	865	466	433	313
	Total ...	1,973	129,099	22,429	15,156	18,636	12,211	14,216	9,473	12,493	6,121	6,234	3,096	3,309	1,667	1,559	960
	Girls.																
Northern Division.	In Local Board Area ...	181	10,136	2,047	1,145	1,571	867	1,003	620	611	379	237	136	126	81	—	—
	In Municipal Area ...	311	13,310	2,199	1,502	1,930	1,168	1,977	821	808	494	407	263	187	110	...	...
	Total ...	296	21,410	4,246	2,647	3,501	2,035	2,440	1,460	1,409	873	734	450	313	191	...	...
	Total, Northern Division ...	3,261	150,509	27,675	17,871	21,947	13,631	17,396	10,363	13,902	6,994	6,961	3,521	3,622	1,998	1,559	954
	Boys.																
	In Local Board Area ...	2,373	66,803	17,332	9,781	13,020	7,813	11,617	6,881	6,010	3,171	3,252	1,701	1,947	971	1,010	617
	In Municipal Area ...	342	18,965	3,909	2,747	3,731	1,931	3,343	1,691	2,911	1,021	1,177	540	604	308	602	141
	Total ...	2,715	72,468	21,241	12,528	16,751	9,744	14,957	8,572	8,921	4,192	4,429	2,241	2,551	1,279	1,612	758
	Girls.																
Southern Division.	In Local Board Area ...	171	8,135	1,734	944	919	534	693	379	210	104	80	42	15	13	6	1
	In Municipal Area ...	81	3,161	1,139	594	902	491	586	324	302	160	127	65	21	9	14	...
	Total ...	252	11,296	2,873	1,538	1,820	1,025	1,279	703	512	264	207	107	36	22	20	1
	Total, Southern Division ...	2,967	83,764	24,114	14,066	18,571	10,769	16,236	9,275	9,433	4,456	4,636	2,348	2,587	1,301	1,632	759
	Boys.																
	In Local Board Area ...	1,135	35,509	5,944	4,716	5,187	4,097	3,797	2,253	3,161	2,473	1,698	1,475	1,029	707	550	405
	In Municipal Area ...	173	10,992	2,727	2,145	2,872	1,926	2,114	1,718	2,044	1,097	209	149	122	89	73	56
	Total ...	1,307	46,501	8,671	6,861	7,559	6,023	5,911	3,971	5,205	3,570	1,907	1,624	1,151	796	623	461
Sind.	*Girls.*																
	In Local Board Area ...	64	1,715	172	130	128	100	68	50	43	32	26	20	11	8	—	—
	In Municipal Area ...	80	4,008	1,257	925	672	554	340	261	170	130	66	45	20	22	7	5
	Total ...	144	5,723	1,429	1,055	797	654	408	311	213	162	92	65	37	30	7	5
	Total, Sind ...	1,451	52,224	10,100	7,916	8,356	6,677	6,319	4,282	5,721	4,038	1,999	1,689	1,188	916	630	466
	GRAND TOTAL ...	16,129	605,284	92,998	60,081	85,756	55,797	66,986	36,989	44,332	24,067	20,963	11,870	10,923	6,804	6,013	3,462

Normal Schools.—*The table given below shows the number and average pay of all the full-time teachers in Local Board and Municipal Board Primary Schools in the British Districts of each Division of the Bombay Presidency.*

		No. of trained Head Masters.	No. of untrained Head Masters.	No. of trained Assistants.	No. of untrained Assistants who have passed the Vernacular Final Examination.	No. of untrained and unpassed Assistants.	Average pay of trained Head Masters.	Average pay of untrained Head Masters.	Average pay of trained Assistants.	Average pay of untrained but passed Assistants.	Average pay of untrained and unpassed Assistants.
	Male Teachers.						Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Central Division.	Local Board	771	1,967	850	1,425	210	25 14 4	11 2 0	16 2 2	9 2 7	9 4 0
	Mofussil (Municipal)	190	66	505	681	156	30 11 4	12 7 10	15 5 8	9 8 10	9 13 4
	Bombay (Municipal)	102	52	195	234	113	37 4 8	20 9 4	22 10 7	17 13 1	18 9 8
Northern Division.	Local Board	1,626	594	579	1,514	220	27 6 4	11 10 9	17 0 10	9 7 0	9 9 4
	Municipal	167	34	424	545	117	32 0 2	15 0 6	16 12 8	9 9 3	9 7 6
Southern Division.	Local Board	1,184	912	857	956	286	21 15 0	11 3 0	16 11 9	9 7 4	9 4 2
	Municipal	137	36	244	273	155	28 13 4	12 3 7	17 3 3	9 10 3	9 11 3
Sind	Local Board	461	365	198	782	20	30 15 4	12 15 5	23 2 7	10 10 6	9 5 4
	Municipal	64	3	163	144	19	41 1 10	45 0 0	23 9 2	12 14 11	12 13 6
Total	Local Board	3,302	3,888	2,484	4,677	736	25 11 11	11 6 5	17 8 4	9 9 0	9 5 8
	Municipal	660	191	1,531	1,827	560	31 2 0	16 9 8	18 2 11	10 14 7	11 9 6
	Female Teachers.										
Central Division.	Local Board	32	5	7	...	31	28 7 1	11 7 1	12 12 5	...	9 3 5
	Bombay (Municipal)	45	5	67	36	101	42 4 7	22 6 4	23 15 5	16 0 11	17 14 4
	Mofussil (Municipal)	51	5	39	7	79	28 2 5	12 0 0	16 6 0	9 13 4	9 12 0
Northern Division.	Local Board	144	6	53	...	32	26 4 3	11 0 0	15 8 2	...	9 5 6
	Municipal	59	2	83	2	81	27 11 3	11 0 0	19 4 4	10 0 0	9 7 8
Southern Division.	Local Board	40	15	8	...	41	21 15 7	11 5 4	17 6 0	...	9 1 7
	Municipal	38	5	31	2	88	22 12 3	12 0 0	14 1 0	9 8 0	9 8 11
Sind	Local Board	11	12	3	19	3	33 0 0	11 5 4	22 0 0	9 5 1	9 10 8
	Municipal	28	7	60	7	41	23 13 11	18 0 0	19 7 11	11 13 9	10 8 9
Total	Local Board	227	38	71	19	107	26 2 3	11 4 9	15 11 7	9 5 1	9 3 6
	Municipal	221	24	280	54	309	29 7 1	15 13 4	19 7 5	14 3 10	11 13 6

The stock account of the Sind Book Depôt for the year is shown below :—

Receipts.	Amount.			Expenditure.	Amount.		
	Rs.	a.	p.		Rs.	a.	p.
Stock in hand at cost price on 1st April 1916 ...	29,177	13	2	Stock sold at cost price during the year ...	14,560	7	5
Stock received at cost price during the year ...	15,649	7	7	Stock struck off ...	61	3	8
				Balance in hand on 31st March 1917	30,205	9	8
Total ...	44,827	4	9	Total ...	44,827	4	9

The cash account of the Sind Book Depôt for the year was as under :—

Receipts.	Amount.			Expenditure.	Amount.		
	Rs.	a.	p.		Rs.	a.	p.
Opening balance on 1st April 1916	18,970	10	5	Salaries	2,959	11	1
Sale-proceeds at selling price	20,053	14	2	Travelling Allowances ...	150	14	3
Miscellaneous receipts ...	524	1	1	Printing and binding charges	4,744	7	6
				Purchase of books ...	11,789	0	10
				Furniture	33	0	0
				Discount	670	5	10
				Commission	523	3	2
				Packing	235	7	9
				Conveyance	771	9	3
				Postage	240	1	6
				Rates and Taxes	94	14	0
				Miscellaneous expenses ...	107	14	2
				Total ...	22,310	9	4
				Balance on 31st March 1917	17,228	0	4
Total ...	39,548	9	8	Total ...	39,548	9	8

SUBSIDIARY FORMS Nos. 1 to 6.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March 1917.			Average Monthly Number.	Average Daily Attendance.	Provincial Revenues.
			Reading for Degree.	Reading for First Arts, Licentiate or Corresponding Examination.	Total.			
1	2	3	4	5	6	7	8	9
	Arts Colleges.							Rs.
	Government.							
Bombay ...	Elphinstone College ...	1	124	199	323	317	279	70,032
Poona ...	Deccan College	1	122	174	296	290	271	69,433
Ahmedabad ...	Gujarát College	1	495	240	645	644	582	61,996
	Aided.							
Bombay ...	Wilson College	1	417	639	1,056	1,051	953	23,350
Do. ...	St. Xavier's College ...	1	254	554	808	757	727	23,350
Poona ...	Fergusson College ...	1	541	700	1,241	1,130	1,126	12,100
Karáchi ...	Dayárám Jethmal Sind College, Karáchi ...	1	163	143	306	281	281	38,567
	Unaided.							
Poona ...	The New Poona College...	1	...	213	213	225	225	...
	Total, Arts Colleges ...	8	2,026	2,862	4,888	4,695	4,444	2,98,828
	Professional Colleges.							
	Government.							
Bombay ...	Government Law School	1	162	349	511	469	413	—14,577
Do. ...	Secondary Teacher's College	1	34	...	34	33	32	42,018
Do. ...	Grant Medical College ...	1	244	483	727	651	619	1,09,590
Do. ...	College of Commerce ...	1	102	139	241	240	207	34,015
Poona ...	College of Engineering ...	1	63	157	220	211	152	92,555
Do. ...	Agricultural College, Kirkee	1	90	18	108	110	102	52,008
	Total, Professional Colleges	6	695	1,146	1,841	1,714	1,525	3,45,699
	Grand Total ...	14	2,721	4,008	6,729	6,409	5,969	6,39,527

FORM No. 1.

for the Official Year 1916-1917.

Expenditure.							Annual Cost of educating each Scholar.		Remarks.
Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.	
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
...	...	37,970	...	13,622	...	1,21,624	383 10 9	220 14 9	
...	...	22,880	...	...	...	92,313	318 5 2	239 6 9	
...	...	38,647	...	...	...	1,00,843	156 4 5	96 4 3	
...	...	93,033	...	...	...	1,16,383	110 11 9	22 4 5	
...	...	81,630	...	...	17,700	1,22,680	162 0 11	30 13 6	
...	...	75,909	...	373	10,210	98,592	87 3 11	10 11 8	
7,000	12,150	27,247	...	7,076	12,775	99,815	355 3 5	119 7 3	
...	...	17,233	...	...	6,433	27,666	105 2 6	.....	
7,000	12,150	3,94,549	...	21,071	47,118	7,75,716	165 3 7	62 9 4	
...	...	48,770	...	1,880	...	36,073	76 14 8	Nil.	
...	...	...	...	...	...	42,018	1,273 4 4	1,273 4 4	
...	...	1,32,271	...	2,732	...	2,44,593	375 11 6	168 5 5	
...	...	35,757	...	...	...	69,772	290 11 6	141 11 8	
...	...	20,048	...	...	189	1,12,792	534 8 11	438 10 5	
...	...	...	...	...	...	82,098	746 5 6	746 5 6	
...	...	2,36,846	...	4,612	189	5,87,346	342 10 10	201 11 1	
7,000	12,150	6,31,395	...	25,683	47,307	13,63,062	212 10 10	99 12 7	

SUBSIDIARY FORM No. 2.

Statistical Return of High and Middle Schools (English) for Boys for the official year 1916-1917.

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917. In High Stage.	In Middle Stage.	Total.	Average quarterly number	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government	Amount of fixed grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ANGLO-VERNACULAR.																	
	Government.																	
Bombay ..	Elphinstone High School.	1	630	...	630	628	580	22,752	...	...	27,984	...	4,199	...	54,935	87 6 8	36 2 6	...
Poona ..	High School	1	136	109	245	247	226	17,421	...	...	6,214	...	...	205	23,840	96 7 8	70 8 0	...
Satara ..	High School	1	171	132	303	307	324	11,039	...	...	9,505	...	...	193	21,737	65 5 8	31 7 1	...
Sholapur ..	Northcote High School ...	1	242	151	393	449	395	11,702	...	...	10,717	...	...	19	22,438	50 1 4	26 1 11	...
Nasik ..	High School	1	198	139	337	373	339	9,540	...	...	10,551	...	...	43	20,134	51 8 3	32 14 1	...
Dhulia ..	Garud High School	1	168	136	304	449	404	11,734	...	...	9,503	...	837	6	22,080	49 5 8	29 1 10	...
Jalgaon ..	Govardhandas Sundardas High School.	1	200	86	286	340	306	9,854	...	...	8,951	...	...	1	18,806	54 8 0	28 3 6	...
Ahmedabad ..	R. C. High School, Ahmedabad.	1	362	...	362	367	278	7,990	...	...	10,535	...	...	31	17,985	65 5 11	31 14 3	...
Kaira ..	Govt. High School, Nadiad.	1	203	74	277	295	269	9,304	...	...	8,028	...	...	1	17,933	61 2 2	32 11 5	...
Panch Mahals ..	Talaiya High School, Godhra.	1	130	109	239	221	205	6,915	...	...	6,085	...	...	11	13,011	47 8 8	30 10 7	...
Broach ..	E. S. Dalal High School, Broach.	1	167	106	273	314	295	10,420	...	...	9,502	...	...	167	20,089	68 3 6	32 2 7	...
Surat ..	Sir H. J. J. High School, Surat.	1	197	...	197	243	236	6,811	...	...	9,217	...	...	222	16,250	68 14 7	28 6 8	...
Thana ..	B. J. High School, Thana ..	1	191	109	301	300	283	11,284	...	...	9,98	...	...	...	18,972	63 1 ...	34 4 6	...
Dharwar ..	High School	1	362	115	477	450	373	13,407	...	...	11,7 9	...	...	...	25,216	56 4 11	31 7 7	...
Belgaum ..	Do.	1	249	204	453	508	401	7,26 6	...	...	13 9	...	...	13	21,206	46 4 3	14 9 0	...
Bijapur ..	Do.	1	401	103	504	493	449	6,701	...	...	11,45	...	...	27	21,241	45 14 4	13 13 6	...
Karwar ..	Do.	1	203	...	203	215	216	6,702	...	...	9,847	...	...	458	17,107	58 5 8	27 14 7	...
Ratnagiri ..	Do.	1	288	...	288	297	301	7,618	...	...	9,015	...	...	5	16,638	75 1 10	30 5 1	...
Karachi ..	N. J. High School, Karachi.	1	377	104	481	519	514	19,131	...	...	11,959	...	...	41	31,131	60 3 3	35 11 9	...
Hyderabad ..	High School, Hyderabad ..	1	139	139	278	285	259	10,054	...	...	7,276	...	...	10	17,340	61 13 11	39 6 8	...
Sukkur ..	Do. shikarpur ..	1	141	136	277	287	245	11,704	...	...	9,337	...	...	1	21,042	69 14 7	39 13 3	...
	Total ..	21	4,809	2,172	7,101	7,419	6,633	2,27,809	...	...	2,29,519	...	5,036	1,276	4,62,864	60 6 2	29 14 9	...
	Municipal.																	
Sholapur ..	Victoria Jubilee High School, Pandharpur.	1	77	107	184	199	140	2,202	...	141	2,631	...	...	...	5,064	42 10 1	17 3 10	...
Ahmednagar ..	Sir D.M. Petit High School, Sangamner.	1	154	104	258	276	240	1,581	...	1,500	4,910	...	...	324	7,571	37 8 6	4 10 6	...
Kaira ..	Edward Memorial High School, Kaira.	1	63	138	201	180	166	1,600	...	4,071	4,027	...	450	672	12,820	88 8 3	8 14 3	...
Dharwar ..	Lamington High School, Hubli.	1	204	185	389	457	395	2,500	...	6,42	7,500	...	...	5	17,430	39 3 8	9 8 7	3,000 0 0
Sukkur ..	High School, Sukkur ..	1	217	96	313	324	303	3,372	...	7,16	10,441	...	...	2	22,953	73 5 4	17 0 1	...
	Total ..	5	695	630	1,325	1,436	1,243	14,305	...	19,56	29,547	...	450	999	65,838	47 2 6	9 15 9	...
	AIDED (RECOGNISED).																	
	European and Anglo-Indian.																	
	Cathedral Boys' High School	1	94	122	216	145	129	12,195	...	...	12,205	...	1,437	7,050	37,894	295 12 0	95 0 3	5,000 0 0
	St. Mary's High School, Mazgaon.	1	21	257	278	215	204	12,178	...	...	6,461	...	...	10,023	28,662	109 11 11	51 5 6	2,717 0 0
	Education Society's Boys' High School, Byculla.	1	23	270	293	214	195	9,316	...	...	7,230	...	7,230	1,712	25,488	119 14 6	43 10 11	5,832 0 0
Bombay ..	J. C. High School, Poona ..	1	45	141	186	170	158	9,324	...	...	12,000	...	3,222	1,760	27,311	150 10 5	84 12 1	4,000 0 0
	Scottish Education Society's High School, Agrinala.	1	...	72	72	72	60	6,953	...	...	2,953	...	...	3,760	13,677	181 10 0	94 7 9	2,725 0 0
	Scottish Orphanage, Mahim.	1	...	84	89	84	66	5,615	...	...	479	...	...	...	10,411	16,429	192 7 3	2,121 14 8	1,845 0 0
	St. Peter's Europ. and Anglo-Indian School, Mahim.	1	8	92	97	70	67	4,054	...	...	3,4 7	...	...	...	8,071	13,582	194 13 6	61 11 6	3,150 0 0
Poona ..	Bishop's High School, Poona	1	9	54	63	63	57	9,204	...	...	5,140	...	667	...	14,011	221 6 6	81 10 1	6,000 0 0
Nasik ..	Boys' High School, Panchgani.	1	17	72	109	91	90	9,068	...	...	11,305	...	...	1,203	21,496	241 0 0	82 11 8	4,350 0 0
Kaira ..	Grammar School, Kaira ..	1	21	139	160	104	110	9,000	...	900	6,300	...	834	2,356	19,391	195 12 11	58 7 5	5,340 0 0
Mount Abu ..	Abu High School, Mt. Abu ..	1	8	38	56	45	31	6,000	...	...	2,839	...	...	...	11,831	263 0 0	177 13 6	3,000 0 0
	Total ..	11	257	1,256	1,521	1,149	1,021	90,911	...	900	72,471	...	13,411	41,395	2,19,983	192 9 1	83 0 5	...
	English Teaching.																6	
Bombay ..	St. Xavier's High School	1	82	931	1,013	1,034	1,005	11,000	...	...	34,034	...	...	6,644	53,678	52 14 ...	20 0 11	10,000 0 0
	Antonio D'Silva's High School, Dadar.	1	19	390	409	430	385	5,000	...	...	11,510	...	1,540	...	18,050	42 3 8	13 1 8	5,000 0 0
Poona ..	St. Vincent's High School	1	44	208	252	236	237	6,000	...	...	10,262	...	80	5,046	21,388	92 13 8	28 6 6	5,000 0 0
Belgaum ..	St. Paul's High School, Belgaum.	1	17	231	248	242	207	2,000	...	...	4,720	...	...	4,626	11,346	46 8 4	19 5 3	3,000 0 0
Karachi ..	St. Patrick's High School, Karachi.	1	40	315	355	305	230	8,042	...	45	11,662	...	...	1,237	20,986	86 15 0	22 6 6	7,500 0 0
	Total ..	5	202	2,137	2,339	2,247	2,064	32,042	...	45	76,478	...	1,620	18,617	1,56,510	51 5 10	18 5 ...	...

*Paid from Imperial Funds.

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Amount of Land (if any)
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ARTS (REGISTERED)—*contd.*																	
	Anglo-Vernacular.																	
Bombay	Jamsetjee High School, Bombay	1	34	59	93	90	83	7,100	...	...	1,450	...	92	4,503	9,295	97 14 4	85 11 5	.....
	Wilson High School, Girgaum Bombay	1	985	144	429	429	378	9,932	...	...	14,695	...	...	7,800	31,777	74 1 1	31 10 2	.....
	Robert Money Institution ..	1	118	200	343	303	300	7,200	...	...	7,407	...	...	4,428	19,035	63 8 7	15 15 6	.....
	A. M. High School, Byculla	1	25	49	79	65	61	1,60	...	...	2,008	...	...	5,514	9,085	148 9 11	72 5 10	.....
	Anjuman-i-Islam High School.	1	66	72	138	113	113	5,000	...	...	1,438	...	...	9,308	16,811	105 1 7	29 3 6	.....
	Byramji Jijibhoy Parsi Charitable Institution.	1	97	162	259	207	241	6,300	...	...	565	...	...	11,151	18,315	89 11 8	24 9 5	.....
	Sir J. J. Parsi Benevolent Institution.	1	155	118	273	205	279	6,488	...	...	205	...	14,834	1,108	22,580	78 9 2	21 13 2	.....
	St. John's Night High School, Umarkhadi.	1	60	55	101	66	76	1,900	...	...	1,216	...	...	1,057	4,333	45 12 6	15 20 6	.....
	Esplanade High School, Hornby Road.	1	255	304	614	610	535	12,474	...	...	29,940	...	...	2,562	45,216	72 0 5	20 7 2	.....
	St. Andrew's A.V. School, Umarkhadi.	1	25	79	95	92	76	2,350	...	...	1,746	...	...	3,761	7,857	84 14 7	24 7 7	.....
	Mazeda High School, Bombay.	1	170	133	303	300	230	7,450	...	...	8,962	...	...	1,50	17,912	59 11 1	9 1 4	.....
	General Education Institute, Dadar.	1	357	287	644	578	600	1,284	...	...	14,014	...	...	24	17,322	29 13 0	3 15 3	.....
	Chikitsak Samaka A.V. School.	1	59	105	164	130	104	1,540	...	...	2,033	...	...	1,708	5,281	45 12 1	11 12 6	.....
Poona	New English School, Poona.	1	1,002	467	1,469	1,427	1,032	19 963	...	...	27,987	...	...	...	47,950	37 2 0	9 0 5	.....
	Nutan Marathi Vidyalaya, Poona.	1	660	708	1,368	1,266	1,266	9,450	...	...	29,484	...	...	...	39,934	31 2 1	1 5 8	.....
	Union High School, Poona ..	1	49	43	92	117	90	2,000	...	...	2,375	...	...	5,972	9,347	79 14 2	17 1 6	.....
	Private English High School, Junnar.	1	Closed on account of plague.			172	150	1,740	...	400	3,100	...	...	250	5,490	32 8 0	13 9 6	.....
	Sardar Dastur Hoshang Boys High School.	1	60	...	60	65	65	2,000	...	...	2,005	...	774	2,103	7,875	114 9 11	31 10 6	.....
	Native Institution, Poona ..	1	274	210	484	443	413	2,000	...	...	9,858	...	...	1,963	13,827	29 0 8	4 5 7	.....
	Pahadoriya Parsi Girls' High School, Kirkee.	1	15	20	35	32	33	1,740	...	...	2,244	...	...	6,100	10 084	336 5 8	49 15 0	.....
	Mission High School, for Boys and girls.	1	64	76	140	120	92	1,420	...	...	1,103	...	...	6,063	10,026	83 8 10	11 13 4	.....
Sátára	Deccan Edn. Society's New English School.	1	190	306	496	380	361	4,7 2	...	...	7,462	...	...	3,470	19,630	33 13 1	10 10 1	.....
	Dravid High School, Wai ..	1	114	77	191	187	166	1,540	...	220	4,497	...	1,000	48	7,319	39 2 0	8 4 3	.....
Ahmednagar	American Mission High School, Nagar.	1	139	159	297	320	220	4,800	...	...	8,117	...	...	10,041	19,629	60 4 8	13 13 6	.....
	Education Society's High School, Nagar.	1	225	...	225	314	277	4,975	...	...	4,909	...	...	...	9,884	35 9 3	16 14 11	.....
	S. P. G. Mission High School.	1	20	53	61	95	87	1,760	...	...	900	...	...	4,497	6,757	66 13 9	18 6 9	.....
Násik	Zoroastrian Boarding School, Deolali.	1	64	39	103	100	92	2,624	...	...	5,153	...	...	1,876	9,653	96 1 11	20 9 10	.....
East Khándesh.	St. George's A.V. School.	1	72	105	177	202	222	1,661	...	...	4 313	...	...	1,798	7,769	37 8 10	3 13 1	.....
	Khándesh Education Society's A.V. School, Amalner.	1	99	99	198	220	206	500	...	360	3,681	...	...	7,976	13,417	66 13 8	27 12 1	.....
Ahmedabad	L. P. Mission High School, Ahmedabad.	1	71	114	185	160	167	3,600	...	...	8,634	...	...	3,586	19,005	85 1 7	20 9 9	.....
	Sir Lallubhai New English School, Ahmedabad.	1	66	159	225	234	230	5,400	...	...	3,749	...	...	2,457	17,630	37 6 9	8 7 9	.....
Kaira	Jubilee Institution, Umreth	1	88	223	311	313	294	1,944	...	...	6,716	...	...	...	8,414	26 14 1	5 5 3	.....
	Coronation High School, Nadiad.	1	73	161	234	210	210	1,100	...	...	6,956	...	...	1,098	9,754	37 0 6	4 10 7	.....
	New English School, Nadiad.	1	186	288	474	430	48	1,21	...	...	11,878	...	...	138	13,24	26 10 6	5 4 7	.....
	Edward Memorial English School, Borsad.	1	94	111	205	245	181	1,260	...	200	4,200	...	1,400	167	7,227	35 11 6	5 6 11	.....
Broach	Union High School, Broach.	1	110	493	603	46	531	1,100	...	...	10,0 0	...	...	325	13,425	11 12 7	2 15 11	.....
	L. P. Mission High School, Surat.	1	155	192	347	330	305	5,417	...	...	6,073	...	...	5,1	16,5 2	45 1 11	15 5 0	.....
Surat	Sarvajanik do. Surat ..	1	243	293	536	600	556	4,000	...	...	12,243	...	1,44	200	18,6 3	30 14 3	7 0 8	.....
	Union High School, Surat..	1	419	457	876	877	776	2,000	...	...	15,004	...	54	82	27,4 2	31 9 11	6 9 7	.....
	Avabai High School, Dabhoi	1	218	...	218	234	220	3,000	...	...	6,701	...	...	571	10,7	39 2 7	11 8 0	.....
Thána	W. M. Wadia Rural A.V. School, Nargol.	1	58	79	137	90	77	1,512	...	...	3,700	...	711	3,014	7,74	56 3 0	13 10 2	.....
Baroda Camp.	M. E. Mission High School, Baroda Camp.	1	18	26	44	40	40	400	...	...	124	...	4,5	4	5,130	114 2 3	11 1 0	.....
Dhárwár	Victoria High School, Dhárwár.	1	208	178	386	403	305	3,700	...	300	8,220	...	8	...	13,213	30 5 6	5 2 11	5,000 0 0
Belgaum	Raymon Smith High School, Belgaum.	1	162	178	340	324	300	5,400	...	...	10,300	...	2,570	...	17,985	41 6 0	13 1 8	4,000 0 0
Kárwár	Gibb High School, Kumta ..	1	133	117	250	201	217	3,24	...	...	5,121	...	...	...	8,365	33 5 0	12 14 9	3,420 0 0
	L. P. G. Mission High School, Dhond.	1	114	60	174	132	146	2,700	...	...	5,471	...	...	2,100	10,2	47 0 11	18 9 7	.....
	Anant Sakoji Desai High School, Mirajgan.	1	169	91	260	256	267	3,000	...	...	4,721	...	240	4,474	12,435	46 4 2	10 6 9	3,000 0 0
Ratnágiri	Private High School, Rajapur.	1	188	71	259	230	190	4,401	...	100	5,405	...	...	963	9,8	44 9 7	15 2 1	3,000 0 0
	L. P. Mission High School, Vengurla.	1	44	20	64	61	49	1,027	...	...	980	...	...	4,913	6,920	111 13 10	16 13 5	1,027 0 0
Kolába	John Robinstone High School, Alibág.	1	130	125	255	236	215	3,165	...	...	5,507	...	...	1,519	9,191	34 14 3	12 8 11	3,000 0 0
	Private High School, Pen ..	1	66	46	112	102	117	900	...	...	4,065	...	...	4	5,16	30 15 6	5 11 10	700 0 0

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education each Pupil.		Amount or fixed grant for the year.
			In High Stage.	In Middle Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenues of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	AIDED (RECOGNISED)—*contd.*																	
	Anglo-Vernacular—*contd.*																	
Karachi	Church Mission High School, Karachi	1	320	313	443	432	407	5,700	...	600	8,370	...	114	3,111	17,895	40 6 4	12 13 10	.....
	Sind Madressah, Karachi	1	250	231	334	292	33	12,537	1,000	3,445	4,541	...	...	12,800	34,323	97 8 9	36 2 1	.....
	New High School, Karachi	1	110	128	183	159	115	4,020	600	1,800	7,174	...	...	281	13,875	55 12 6	16 5 8	.....
Hyderabad	N. H. Academy, Hyderabad	1	464	106	636	616	513	7,500	...	...	18,864	...	...	3,428	27,792	43 3 11	17 6 11	.....
	N. V. High School, Hyderabad	1	330	240	507	483	470	6,000	...	...	10,100	...	...	1,777	24,867	41 10 5	11 8 11	.....
Sukkur	Shikarpur Academy	1	117	160	277	279	234	4,600	...	1,200	8,568	...	...	1,323	12,891	45 4 15	16 12 7	.....
	Total Aided High Schools	23	9,740	12,372	22,013	23,154	19,312	3,51,332	2,500	9,58	5,82,975	...	42,830	2,10,106	11,70,580	60 9 1	15 3 3	.....
	UNAIDED (RECOGNISED).																	
	English Teaching.																	
Bombay	Jacob Sassoon Free High School, Byculla	1	16	240	263	260	260	...	...	...	...	...	19,231	...	19,231	74 4 4	...	.....
	Anglo-Vernacular.																	
	Bombay High School (Princess Street)	1	99	71	170	167	153	...	...	...	7,216	...	...	...	7,216	45 15 4	...	.....
	Fort and Proprietary High School	1	174	122	296	304	259	...	...	...	15,417	...	90	9,573	19,081	60 12 5	...	.....
	Proprietary and Fort High School	1	123	105	228	200	204	...	...	...	12,192	...	...	...	12,192	60 10 4	...	.....
	Gandhi Tejpal High School	1	272	351	623	625	586	...	...	...	17,653	...	2,579	...	20,112	32 3 10	...	.....
	New English School	1	1,170	802	1,972	1,944	1,690	...	...	...	1,19,912	...	...	2,795	1,22,707	61 6 3	...	.....
	J. N. Petit Parsi Orphanage	1	80	161	241	231	210	...	...	...	1,241	...	14,484	...	15,725	70 8 3	...	.....
Bombay	Anjuman Edmaitee Society's High School	1	700	321	1,021	1,008	932	...	...	...	29,060	...	...	...	29,060	27 3 3	...	.....
	Tutorial High School	1	240	372	612	600	531	...	...	...	37,062	...	...	...	37,062	60 12 3	...	.....
	B. P. Jain High School	1	56	116	171	157	148	...	...	...	25	...	9,125	55	9,205	57 12 7	...	.....
	New Night High School	1	14	30	45	40	30	...	...	...	305	...	...	490	805	18 13 10	...	.....
	New English School	1	193	61	254	242	197	...	...	...	8,350	...	...	1,200	9,550	39 12 5	...	.....
	King George English School	1	153	204	357	352	287	...	...	...	7,477	...	...	542	8019	23 11 11	...	.....
	Universal High School	1	141	...	141	130	107	...	...	...	6,781	...	...	...	6,781	46 10 0	...	.....
	M. K. Natha Ishaki High School	1	102	185	287	280	251	...	...	...	2,280	...	16,651	...	18,929	64 2 8	...	.....
Sholapur	First High School, Panchgani	1	44	51	95	86	76	...	...	...	7,744	...	...	4,200	11,944	135 0 8	...	.....
	Proprietary High School, Ahmedabad	1	637	619	1,256	1,201	1,079	...	...	...	41,400	...	...	...	41,400	37 9 4	...	.....
Ahmedabad	Nutiya Institution, Ahmedabad	1	199	170	364	413	353	...	...	...	9,194	...	260	2,306	10,818	30 3 3	...	.....
	Tutorial High School, Ahmedabad	1	307	458	675	626	707	...	...	...	17,974	...	...	...	17,974	31 2 2	...	.....
Panch Mahals	New High School, Godhra	1	51	...	51	46	46	...	...	...	2,000	...	...	2,440	4,440	75 4 10	...	.....
Dhulia	Basil Mission High School, Dharwar	1	154	104	258	230	200	...	...	...	3,616	...	...	3,216	15 4 7	...	.....
Belgaum	Golgambi Artal High School, Belgaum	1	71	40	111	70	70	...	...	...	630	...	...	3,012	4,68	61 9 6	...	.....
Khandesh	Bhil Mission High School, Hosseur	1	80	70	150	170	142	...	...	...	3,312	...	...	5,918	9,270	62 10 9	...	.....
	Total, Unaided Anglo-Vernacular, Recognised	23	5,080	4,854	9,934	10,146	9,082	...	...	...	3,51,910	...	56,901	27,132	4,36,022	45 9 2	...	.....
	Grand Total, High Schools	122	20,514	19,930	40,349	42,466	34,866	5,94,567	2,500	39,300	11,83,734	...	1,08,866	2,40,436	21,34,723	60 4 3	13 15 10	.....
	MIDDLE SCHOOLS.																	
	ANGLO-VERNACULAR.																	
	Government.																	
Bombay	Elphinstone Middle School	1	...	297	297	298	260	7,515	...	...	11,664	...	...	...	23,700	30 14 10	11 15 0	.....
Poona	Camp Government English School	1	32	91	123	125	109	11,000	...	...	2,840	...	...	...	13,840	104 1 11	69 11 8	.....
Ahmedabad	Middle School, Ahmedabad	1	...	156	156	221	210	6,737	...	...	4,645	...	...	4	10,642	43 8 11	24 0 6	.....
Surat	Do. Surat	1	...	309	309	299	274	8,961	...	...	4,649	...	...	50	13,661	36 10 8	20 16 3	.....
Aden	Residency Anglo-Vernacular School	1	10	60	67	66	73	9,648	...	...	1,593	...	...	...	11,241	149 9 7	129 9 10	.....
	Total	6	51	1,23	1,303	1,209	1,566	40,061	...	...	30,429	...	...	54	70,541	74 14 6	39 7 8	.....
	Local Board.																	
Ahmedabad	A. V. School, Thirumbh	1	61	99	160	159	143	3,776	319	...	2,444	...	...	...	4,539	28 7 10	11 0 15	.....
	Nandubas Madressah	1	60	72	132	132	114	2,100	480	...	1,200	...	...	...	3,900	29 5 0	13 10 8	.....
Poona and Panch.	Piltoni Madressah	1	12	43	55	45	35	705	871	...	288	...	...	...	1,864	36 12 8	14 12 3	.....
	A. V. School, Mirji	1	28	48	76	70	69	507	1,197	...	570	...	...	...	2,274	30 2 9	16 12 7	.....
	Total	4	160	261	423	410	361	6,150	2,862	...	4,502	...	...	...	13,477	30 2 9	12 3 5	.....

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on 31st March 1917. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Amount in Rind grant for the Year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Municipal. (Recognised). *Anglo-Vernacular.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Bombay ...	Dongri, Kamathipura, Khetwadi and Bhuleshwar	4	...	435	435	399	388	...	...	...	2,673	...	...	...	2,673	6 11 2	...	.....
Poona ...	A.-V. School, Lonavala ...	1	6	36	39	34	33	133	...	40	397	...	...	...	650	15 7 8	4 4 7	.....
Satara ...	A.-V. School, Karad ...	1	20	87	111	144	139	637	...	856	1,661	...	...	6	3,099	21 7 1	8 10 1	.....
	Do. Tisgaon ...	1	...	31	31	30	26	80	...	147	205	...	...	1	433	14 6 11	2 10 8	.....
Bhandgaon ...	A.-V. School, Bhusi ...	1	13	58	67	75	63	772	...	804	742	...	...	...	648	2,606	34 3 4	10 4 8	.....
Nasik ...	A.-V. School, Nasik, Mhegaon and Yeola.	3	20	137	158	210	171	603	...	1,024	2,156	...	...	...	3,803	18 5 0	2 2 6	.....
East Khandesh.	A.-V. School, Dhanori ...	1	54	160	214	217	196	969	...	671	3,152	...	...	318	4,990	22 11 6	4 4 5	.....
	Do. Rawer ...	1	...	39	39	36	30	175	...	316	252	...	...	...	743	26 5 6	5 7 0	.....
	Do. Yawal ...	1	30	121	157	135	124	613	...	...	1,054	...	...	158	2,005	21 6 7	6 0 4	.....
West Khandesh.	Nandurbar and Shirpur ...	2	14	73	87	100	78	340	...	1,457	1,139	...	...	...	2,936	29 0 5	3 7 10	.....
	King Edward Memorial A.-V. School, Parbhni.	1	10	35	45	56	55	214	...	308	715	...	...	...	1,237	22 1 5	3 13 2	.....
	Shaveribai Manji A.-V. School, Bhadra.	1	5	46	51	51	45	224	...	270	639	...	...	70	1,203	21 4 8	4 5 9	.....
Ahmednagar.	A.-V. School, Dhulia ...	1	15	66	80	81	70	370	...	302	1,114	...	...	...	1,786	22 6 9	4 9 1	.....
	A.-V. School, Sirpur ...	1	5	41	46	39	34	275	...	339	447	...	...	...	1,061	30 4 6	9 9 10	.....
	Do. Virangaon ...	1	70	105	175	183	170	1,146	...	2,232	2,752	...	...	...	6,130	33 13 6	6 0 3	.....
	Do. Dhanolkha ...	1	93	106	199	181	144	867	...	495	2,552	...	...	7	3,921	21 6 2	3 10 4	.....
Kolaba ...	Do. Kopadvanj ...	1	13	121	134	134	119	623	...	...	3,350	...	...	...	3,195	23 6 4	4 10 8	.....
	Do. Mahmedabad ...	1	12	51	63	71	66	430	...	105	970	...	...	...	1,505	21 11 6	6 2 9	.....
Broach ...	Do. Ankleshvar ...	1	84	92	176	190	176	1,052	...	1,674	1,849	...	...	130	4,705	26 12 10	5 1 10	.....
	Do. Jambusar ...	1	17	69	86	80	72	525	...	401	1,809	...	186	6	2,927	36 15 6	6 0 0	.....
Thana ...	Do. Bandra ...	1	6	70	76	87	74	660	...	2,004	900	...	...	...	3,564	42 15 1	7 5 0	.....
	Do. Bidvandi ...	1	...	25	25	15	27	128	...	452	482	...	55	...	1,072	90 10 1	3 9 2	.....
	A.-V. School, Gadag ...	1	78	208	286	297	253	857	...	1,040	4,710	...	...	24	6,630	22 10 9	2 13 10	600 0 0
	Do. Haveri ...	1	...	97	97	97	81	188	...	226	488	...	...	...	902	20 5 11	5 0 5	146 0 0
	Do. Sirsheguppi ...	1	46	54	100	99	98	400	...	...	2,073	...	...	...	2,473	24 15 8	4 0 8	240 0 0
Dharwar ...	Do. Navalgund ...	1	...	10	10	12	10	...	...	30	126	...	...	...	156	15 9 4	...	.....
	Do. Nargund ...	1	...	31	31	25	24	...	...	1,304	321	...	...	...	1,625	42 11 5	...	.....
	Do. Byadgi ...	1	...	34	34	29	23	...	...	576	164	...	...	...	704	30 5 0	...	.....
	Do. Athni ...	1	57	92	149	113	96	784	...	161	1,341	...	...	2	2,470	21 11 2	7 0 0	600 0 0
Belgaum ...	Do. Gokak ...	1	27	54	81	82	63	540	...	603	1,327	...	...	30	2,500	31 12 4	7 2 2	312 8 0
	Do. Nipani ...	1	...	31	31	27	19	...	...	87	93	...	...	...	180	23 7 8	...	.....
Bijapur ...	Do. Bijapur ...	1	87	166	253	204	215	900	...	2,974	4,750	...	...	13	8,637	33 1 8	3 6 7	900 0 0
Kanara ...	Do. Sirsi ...	1	10	31	41	31	42	805	...	503	773	...	...	...	2,131	51 12 7	15 12 7	600 0 0
Kolaba ...	Do. Panvel ...	1	...	...	...	67	50	225	...	624	923	...	...	...	2,172	32 6 8	9 0 6	133 0 0
Nasik ...	A.-V. School, Yatta ...	1	50	92	142	143	122	3,149	225	1,766	2,751	...	5	...	8,096	46 11 7	18 7 4	.....
	Do. Kotul ...	1	34	33	67	69	58	1,260	...	1,422	1,796	...	...	...	4,478	66 15 9	18 13 11	.....
	Do. Manjhand ...	1	...	21	21	23	19	...	...	459	364	...	...	...	823	40 6 10	...	.....
Sukkur ...	Do. Old Sukkur ...	1	32	74	106	110	105	Expenditure included in that for Municipal High School, Sukkur.										
	Do. Sehwi ...	1	78	30	108	109	103	2,294	...	1,388	4,057	...	...	...	8,239	53 12 3	14 8 4	.....
	Do. Larkana ...	1	104	127	231	216	227	2,679	90	1,874	3,761	...	...	...	8,778	47 9 3	8 10 0	.....
	Do. Kamber ...	1	19	45	64	61	54	1,046	...	2,791	917	...	...	...	4,754	73 5 8	10 5 6	.....
Larkana ...	Do. Sukkur ...	1	6	66	72	72	69	1,200	...	1,746	839	...	...	...	3,784	52 8 11	10 10 9	.....
	Do. Sehwan ...	1	45	48	93	105	90	1,401	...	650	1,331	...	...	...	3,382	41 6 2	14 14 6	.....
Upper Sind Frontier.	Do. Jacobabad ...	1	23	47	70	61	59	1,819	105	2,561	1,073	...	...	...	5,558	88 5 5	24 1 9	.....
	Total ...	50	1,136	3,259	4,395	4,393	4,162	29,930	420	39,602	65,749	...	304	1,297	1,36,100	29 6 8	6 0 7	.....

SUBSIDIARY FORM No. 2—*continued.*

Head or Sub.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other Sources.	Total.	Annual Cost of Education each Pupil. Total Cost.	Cost to Government.	Amount of Rent paid for Buildings.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	Aided (Recognised).																	
	European and Anglo-Indian.																	
Bombay	Indo-British Institution, Hornby Road	1	1	99	100	94	89	6,737	...	...	7,800	...	1,138	5,004	12,921	144 1 6	82 1 6	2,700 0 0
	Cathie Day School	1	...	49	49	46	34	1,020	...	...	1,537	...	...	922	2,459	47 11 11	22 3 10	720 0 0
	G. I. P. Railway School, Parel	1	...	28	28	24	18	670	...	...	630	...	...	1,900	3,200	133 9 6	78 1 6	720 0 0
Poona	G. I. P. Railway School, Lonadi	1	...	64	64	62	54	2,550	...	...	1,394	...	...	4,063	10,007	161 6 5	11 2 1	2,000 0 0
Sátára	G. I. P. Railway School, Igatpuri	1	...	55	55	51	33	1,353	...	...	1,395	...	...	5,944	8,692	145 9 9	32 7 6	1,152 0 0
East Khándesh	G. I. P. Railway School, Bhusaval	1	...	90	90	90	63	1,650	...	...	1,851	...	...	9,630	13,131	112 13 7	18 3 4	1,296 0 0
Sholápur	G. I. P. Railway School, Sholápur	1	...	57	57	55	37	632	...	...	495	...	...	5,955	6,982	173 12 4	18 0 10	332 0 0
Mount Abu	Lawrence School, Mount Abu	1	7	75	82	80	57	...	...	...	...	...	2,653	29,842	32,495	390 10 0	...	...
Dhárwár	St. and S. M. Railway School, Hubli	1	...	58	58	44	34	900	...	...	617	...	...	1,740	3,256	76 13 9	18 7 11	180 0 0
Kaládgi	European School, Hotti	1	...	15	15	17	10	477	...	30	168	...	...	1,477	2,151	175 5 7	37 11 4	252 0 0
	European School, Mamra	1	...	34	34	30	21	1,056	...	...	1,386	...	...	...	2,442	81 8 0	27 0 0	540 0 0
	Total ...	11	8	668	681	642	497	18,150	...	30	11,477	4,777	94,830	90,995	264,259	84 10 9	27 6 2	.....
	English-Teaching.																	
Bombay	St. Mary's Middle School, Mazgaon	1	...	240	240	234	207	4,234	...	...	7,467	...	720	0.5	13,006	55 15 5	16 10 0	4,320 0 0
	St. Joseph's School, Colaba	1	...	16	16	176	148	1,900	...	...	2,191	...	20	2,562	6,801	22 15 6	6 10 11	1,140 0 0
	Alfonso D'Souza's School, Bandra	1	...	238	238	254	254	2,100	...	...	4,615	...	...	8,400	15,015	59 1 10	7 13 11	1,008 0 0
	St. Ignatius School, Arthur Road	1	...	104	104	97	81	700	...	...	1,376	...	...	765	2,841	29 4 11	7 3 6	792 0 0
Poona	Ursulla's School, Poona	1	...	120	124	127	90	2,000	...	...	2,599	...	...	2,004	7,603	60 13 1	16 0 0	1,200 0 0
	Roman Catholic School, Lonadi	1	...	36	34	37	35	655	...	...	946	...	...	602	2,203	62 4 10	15 1 10	336 0 0
Sátára	St. Joseph's School, Igatpuri	1	...	50	50	47	37	800	...	...	1,497	...	...	827	3,123	66 0 0	17 8 4	720 0 0
Sholápur	St. Joseph's School, Sholápur	1	...	68	68	69	39	900	...	100	920	...	...	1,479	3,399	59 13 4	15 0 0	720 0 0
Ahmedabad	R. B. & C. I. Railway School, Ahmedabad	1	...	...	...	...	...	446	...	...	...	...	...	...	446	...	...	Closed.
Thána	St. Stanislaus' Institution, Bándra	1	...	497	497	507	464	12,378	...	...	10,861	...	...	2,815	26,057	52 12 7	28 6 5	7,944 0 0
	St. John the Evangelist Teaching Boy's School, Thána	1	...	156	160	156	130	1,191	...	...	1,972	...	...	1,471	4,643	29 1 11	7 0 10	600 0 0
	St. Andrew's Parsee School, Bándra	1	...	247	247	310	253	1,800	...	120	2,658	...	...	5,234	9,812	39 7 9	3 9 7	1,008 0 0
	St. Mary's School, Hubli	1	6	79	85	93	85	1,500	...	120	1,758	...	...	5,200	13,571	153 0 4	10 12 1	1,320 0 0
	M. and S. S. Railway School, Gadag	1	...	16	16	22	17	500	...	...	381	...	1,200	...	1,881	81 4 4	23 11 8	360 0 0
Kánara	Bhatkal Catholic Mission Boy's School	1	...	35	35	33	23	700	...	...	414	...	...	4,774	5,888	178 6 9	21 3 5	.....
	The Marsh Brother's Boy's School	1	...	63	63	80	47	1,718	...	...	1,326	...	...	4,360	8,386	104 14 9	65 5 9	.....
	Total ...	16	6	2,205	2,271	2,367	1,809	36,016	...	370	39,876	...	1,740	40,376	122,111	55 5 3	16 5 5	.....
	Anglo-Vernacular.																	
Bombay	Parsee Seminary	1	...	139	139	139	124	951	...	...	1,660	...	...	...	2,611	18 12 0	4 10 11	.....
	Pranjil Nasernanji A.-V. School	1	...	68	68	73	64	907	...	...	861	...	600	1,042	3,410	50 13 5	16 1 2	.....
	A.-V. Portion of Nigh School	13	...	236	236	216	161	76	...	331	625	...	715	676	1,972	8 10 9	0 5 2	.....
Bombay	Lady Nerbudda Hindu Orphanage, Vasai	1	6	20	26	41	37	937	...	...	...	...	...	2,644	3,581	97 2 5	23 11 7	.....
	Proprietary and Fort High School	1	93	84	177	154	106	1,350	...	...	6,000	...	...	...	8,850	59 8 1	9 10 10	.....
	St. P. D. M. Free Day School	1	...	44	45	32	32	240	...	...	120	...	...	20	1,320	15 9 3	4 9 10	.....
	D. C. M. A.-V. School	1	10	51	61	73	53	797	...	...	506	...	...	1,111	2,914	54 13 7	10 10 0	.....
	Camp Education Society's A.-V. School	1	58	63	99	105	80	964	...	...	1,370	...	...	7,006	4,370	51 12 8	9 1 4	.....
	A. M. Boys' A.-V. School, Sirur	1	6	19	25	28	21	393	...	...	...	...	...	1,054	1,315	47 0 0	9 6 8	.....
Poona	Poona Native Institution's A.-V. School, Bhávani	1	25	79	104	101	80	700	...	288	1,166	...	...	73	2,226	22 0 7	7 8 8	.....
	Poona Native Institution's A.-V. School, Barkachi	1	27	67	94	99	71	737	...	1,200	1,076	...	...	357	3,370	33 7 6	7 8 2	.....
Sátára	A. M. A.-V. School	1	...	51	51	57	47	461	...	...	393	...	...	456	1,310	25 5 7	7 0 6	.....
Sholápur	A. M. A.-V. School	1	...	30	30	31	26	200	...	...	78	...	...	579	857	28 9 3	6 10 10	.....
	New English School	1	15	57	72	127	78	1,132	...	...	2,135	...	...	365	3,632	51 7 7	10 2 3	.....
	A. M. A.-V. School, Bálsar	1	...	56	56	62	50	600	...	...	672	...	...	1,202	2,274	50 10 10	8 1 6	.....
Ahmedabad	Education Society's City School, Nagar	1	...	220	221	200	170	1,875	...	...	2,169	...	...	...	4,044	23 7 4	6 4 0	.....
	A. M. A.-V. School, Viramgám	1	...	74	74	69	57	700	...	...	...	...	...	1,744	2,444	42 14 0	8 12 10	.....

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name of Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education each Pupil.		Average cost Gurukul for the year.
			In High Stage.	In Middle Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Interest on Special Funds.	Subscriptions and other Sources.	Total.		Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs. a. p.	Rs. a. p.	Rs. p.
	Aided (Recognized)—*contd.*																	
	Anglo-Vernacular—contd.																	
Nasik ...	C. M. S. Boys' A.-V. School, Mahabal	1	...	16	21	18	19	117	...	...	299	...	...	416	972	54 11 8	4 2 10	.....
	C. M. S. Boys' A.-V. School, Satana	1	11	68	79	71	56	127	...	...	17	...	...	1,431	2,442	34 6 0	13 6 1	.....
	C. M. S. Boys' A.-V. School, Sinnar	1	...	35	35	31	42	226	...	...	179	...	...	180	1,585	51 5 3	6 6 11	.....
East Khandesh	A.-V. School, Chalisgaon	1	11	80	91	68	54	...	...	...	1,094	...	...	407	1,501	22 1 3	...	.....
	P. B. A.-V. School, Dharangaon	1	...	47	47	34	31	...	...	...	170	670	...	...	840	24 0 0	...	.....
Ahmedabad ...	Anjuman-Islam A.-V. School, Ahmedabad	1	...	35	39	41	33	336	...	...	430	...	...	241	1,017	24 12 11	5 4 8	.....
	Mrs. Wilkie P. H. A.-V. Second. Inspr. Sunsilbad A.-V. School, Pethi	1	15	91	78	72	61	849	...	...	913	...	...	469	1,943	26 7 5	7 13 9	.....
	Private A.-V. School, Mandal	1	8	33	36	31	23	190	...	...	120	...	...	606	1,009	31 11 10	9 15 3	.....
	Do. Matlaq	1	...	38	38	29	17	177	...	...	241	...	...	54	472	27 12 0	7 10 1	.....
		1	5	68	73	71	60	287	...	...	300	998	...	...	1,585	25 2 2	5 14 7	.....
Kaira ...	L. F. Mission A.-V. School, Anand	1	7	70	45	40	36	441	...	...	678	...	...	375	1,374	32 1 11	9 6 0	.....
	L. F. Mission A.-V. School, Borsad	1	12	70	47	40	33	280	...	...	396	...	...	1,144	1,820	40 13 0	5 0 0	.....
	Gurjar Gurmukhi English School, Kaira	1	40	121	176	164	146	682	...	...	2,914	...	50	...	3,646	21 12 2	3 13 11	.....
	Convention English School, Nadiad	1	58	61	96	90	83	625	...	...	1,146	...	...	987	2,911	32 5 1	6 5 0	.....
	Gujar A.-V. School, Thasra	1	...	60	60	57	39	206	...	...	698	...	112	...	1,016	21 1 6	7 12 7	.....
	A.-V. School, Vasad	1	6	67	73	61	71	305	...	...	975	...	...	260	1,540	25 5 0	3 13 9	.....
	Do. Kathlal	1	...	50	50	43	35	134	...	...	210	...	...	181	525	12 5 7	4 5 0	.....
	Do. Ode	1	17	71	88	81	60	349	...	...	1,174	...	...	580	2,103	25 2 0	5 15 8	.....
Panch Mahals	New English School, Godhra	1	...	105	105	105	118	575	...	...	2,027	...	...	35	2,637	25 5 2	3 15 0	.....
	Indrapra A.-V. School, Halol	1	...	48	48	40	34	183	...	...	418	...	...	502	1,103	27 10 6	4 9 6	.....
Broach ...	Jaswal English School, Anand	1	59	76	98	91	76	235	300	...	1,076	...	...	843	2,455	30 15 10	2 9 5	.....
	Convention A.-V. School, Tankaria	1	...	76	76	53	37	232	300	...	976	...	...	4	1,512	19 6 9	6 10 2	.....
	Vidya Vardhak Mandir's A.-V. School, Hansot	1	...	30	31	26	23	230	...	...	309	...	30	260	879	31 3 0	9 13 6	.....
Surat ...	Sir J. J. English School, Surat	1	44	127	171	157	152	2,307	...	...	923	...	47	4,303	8,482	51 14 4	12 17 4	.....
	New English School, Rander	1	8	85	93	90	46	603	...	250	742	...	...	969	1,797	19 13 5	5 8 14	.....
	South G. J. A.-V. School, Pardi	1	...	260	260	237	215	720	...	...	2,197	...	...	381	3,298	14 11 11	2 5 6	.....
	Private A.-V. School, Mandvi	1	10	57	76	67	56	540	100	...	1,164	...	...	1,062	2,866	39 10 0	4 6 0	.....
Surat ...	Alarkha Shetraj United A.-V. School, Alarkha	1	47	94	141	118	97	740	...	...	1,005	...	...	620	2,365	27 4 6	6 1 4	.....
	Private A.-V. School, Chikhli	1	18	62	74	66	59	302	...	...	1,340	...	...	423	2,104	31 14 1	4 0 2	.....
	Do. Bodhan	1	...	27	27	21	21	175	...	...	205	...	...	744	1,124	53 9 1	4 12 6	.....
	Do. Pardi	1	...	77	77	71	60	170	...	...	917	...	21	...	1,108	15 11 6	2 7 8	.....
	Vyas Harnarayan A.-V. School, Randeli	1	4	18	22	18	16	...	...	...	246	...	170	366	1,122	34 14 11	...	.....
	A.-V. School, Kadod	1	...	43	43	33	29	200	...	...	129	...	208	169	1,205	30 7 10	6 3 8	.....
	A.-V. School, Umra	1	...	18	18	16	12	125	...	...	309	...	67	227	728	40 8 0	7 15 6	.....
Thana ...	Thana Baptist A.-V. School, Bajipli	1	21	42	63	54	51	103	...	300	687	...	...	348	3,421	57 15 5	10 13 9	.....
	New English School, Bassein	1	23	123	176	150	139	713	...	1,000	1,000	...	160	1,240	4,213	30 1 5	4 15 0	.....
	Aryan Education Society's A.-V. School, Dahanu	1	17	58	85	66	57	240	...	...	954	...	168	752	1,564	33 12 6	6 4 10	.....
	K. D. A.-V. School, Chinchani	1	24	57	91	80	74	643	...	...	2,019	...	...	57	2,919	36 7 10	10 8 7	.....
	Gujar's Education Institute's English School, Saphale	1	20	144	173	158	139	1,109	...	200	2,966	...	...	202	4,477	28 4 4	6 15 5	.....
	Bahadur Education Institute's English School, Thana	1	...	214	214	206	183	2,057	...	...	2,447	...	...	70	4,570	22 3 3	5 0 7	.....
	M. H. A.-V. School, Umbergaon	1	10	30	57	48	39	206	...	...	1,176	...	...	221	2,257	32 6 9	7 3 11	.....
Dewa Camp ...	Cantonment A.-V. School, Deesa Camp	1	...	18	18	12	6	420	...	250	1,5	...	...	...	1,980	24 10 9	6 10 0	.....
Dhárwár ...	Private A.-V. School, Alur	1	...	21	21	21	16	140	...	...	200	...	...	340	720	34 4 1	6 10 0	140 0 0
	New English School, Hubli	1	27	68	101	110	104	800	...	...	1,500	...	...	777	3,141	34 6 1	3 13 0	800 0 0
Belgaum ...	Shikrishan Pethmalsa, Bijapur	1	...	120	109	150	104	550	...	150	1,700	...	...	70	2,968	19 12 7	2 3 4	550 0 0
Kánara ...	Private A.-V. School, Sahsirgal	1	...	16	16	11	7	200	...	...	267	...	...	73	956	54 3 1	5 3 7	200 0 0
	Talukdari School, Ankola	1	19	97	116	93	83	675	...	...	1,141	...	...	...	1,816	21 11 7	5 14 9	675 0 0
	Hindu School, Karwar	1	...	239	239	200	221	1,751	...	...	4,571	...	...	...	6,322	29 9 7	4 11 9	1,751 0 0
	A.-V. School, Bankhalla	1	...	35	35	34	17	120	...	...	964	...	...	139	743	21 15 2	3 9 6	120 0 0
Ratnagiri ...	Private A.-V. School, Ratnagiri	1	31	101	130	145	99	8,100	...	...	2,004	...	...	61	9,375	32 5 27	7 13 1	800 0 0
	United English School, Chiplun	1	79	140	148	151	139	1,362	...	150	2,733	...	...	...	4,375	27 10 8	8 9 11	1,362 0 0
	Narayanrao's Middle School, Ratnagiri	1	...	145	163	179	132	791	...	...	1,936	...	...	281	3,209	17 13 7	4 8 2	0 0 0
	Bandari Education Society's School, Malvan	1	68	45	122	120	111	1,179	97	...	1,5	...	...	78	3,145	25 15 1	8 10 1	0 0 0

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.							Annual Cost of Education each Pupil.		Average or Exceptional Fee Payment.
			In High Stage.	In Middle Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	Aided (Encouraged)—*contd.*																	
	Anglo-Vernacular—*contd.*																	
Kolába	Private A.-V. School, Uran ...	1	34	37	71	80	75	972	...	...	146	1,722	...	...	48	2,787	35 8 0	479 9 0
	A.-V. School, Roha ...	1	11	41	52	44	38	288	...	...	100	438	...	...	487	1,313	29 4 0	156 0 0
	C. F. C. Mission School, Mahad ...	1	32	66	98	118	103	1,326	...	...	80	1,406	...	...	1,171	4,197	42 8 7	30 2 4 1,260 0 0
Kaládgi ...	Hindu Academy, Kaládgi ...	1	24	146	170	188	148	—	...	...	200	2,816	...	...	827	3,843	20 4 1	— —
	Edward Jubilee School, Kaládgi ...	1	...	13	13	19	18	360	...	...	30	381	...	...	110	1,144	63 0 3	19 7 1 —
	Free Vidyábhivardhak School, Kaládgi	1	15	66	71	97	86	1008	...	...	30	1038	...	400	710	3,004	45 15 7	13 10 10 —
	Madrasa Hussany, Kaládgi ...	1	14	58	72	44	38	912	...	...	48	960	...	...	1,701	3,713	51 10 5	15 12 7 —
Hyderábad ...	New English School, Hyderábad	1	...	81	81	92	75	1,121	...	...	...	1,462	...	7	660	3,250	40 0 0	13 13 2 —
	M. H. Academy, Fort Branch, Hyderábad ...	1	...	67	67	97	87	950	...	...	...	1,617	...	...	794	2,961	44 0 6	14 2 10 —
	N. V. Mian Fakir-ud-Din, Hyderábad	1	...	76	76	111	94	754	...	...	...	1,734	...	...	...	2,488	32 12 6	9 14 1 —
	N. V. Pharmanlal Lane, Hyderábad	1	...	78	78	104	86	927	...	...	...	1,079	...	...	481	2,488	41 12 4	11 14 2 —
	A.-V. School, Nasirpur ...	1	6	31	37	31	27	750	...	...	250	600	...	...	908	2,508	68 14 6	20 4 4 —
Nawábshah ...	A.-V. School, Shirin ...	1	53	67	120	119	103	1,248	...	...	...	2,240	...	...	815	5,270	44 4 7	10 7 1 —
	Do. Pal Ilan ...	1	3	18	21	27	25	300	...	...	...	732	...	...	77	2,147	76 7 6	28 5 6 —
	Do. Ebehal ...	1	5	20	25	21	18	203	...	...	...	405	...	...	230	868	34 9 7	6 6 6 —
	Do. Kandiaro ...	1	19	73	92	68	56	822	...	...	...	1039	...	...	200	1,661	29 4 4	7 13 5 —
	Do. Mithiani ...	1	17	30	47	46	39	720	...	...	...	870	...	...	150	1,740	44 9 4	7 13 5 —
	Do. Shahdapur ...	1	...	16	16	20	18	256	...	...	202	336	...	...	327	1,121	60 11 6	15 10 6 —
	Karsindas Academy, Tando Adam	1	...	91	91	56	42	840	...	...	...	795	...	...	125	1,760	31 9 6	8 12 10 —
Sukkur ...	New English School, Sukkur	1	28	87	115	111	93	930	...	...	1,200	1,395	...	...	...	3,671	31 14 8	8 8 2 —
	New Academy, Rohri ...	1	46	79	125	118	112	1,466	...	...	300	2,465	...	...	479	4,721	37 12 2	11 10 11 —
	Guru Nanak Academy, Garhi Yasin	1	7	28	35	34	29	330	200	120	...	570	...	...	561	1,709	51 6 3	11 1 11 —
	Lárkána Madressh	1	9	21	30	33	28	720	1,700	400	355	...	...	217	907	4,400	110 3 7	15 5 6 —
Lárkána ...	Sehar Madressh	1	8	28	36	31	26	720	1,700	...	315	...	...	91	2,126	63 9 11	23 0 11 —
	A.-V. School, Dadu	1	27	45	72	74	60	600	600	...	1,000	...	90	230	2,520	48 5 7	9 9 4 —
	Do.	1	6	16	22	32	28	588	240	...	420	...	...	...	1,248	41 10 6	10 12 10 —
Thar and Parkar ...	C. E. Z. M. A.-V. School, Mirpurkhas	1	...	23	23	15	14	...	...	100	274	...	...	...	700	1,043	45 5 7	... —
Aden ...	A.-V. Danish Mission School ...	1	...	18	18	17	16	1,100	...	...	270	...	...	...	2,372	3,942	231 13 1	68 11 4 —
	Total Aided Middle Schools ...	193	1,160	2,751	3,911	3,967	3,003	1,04,610	4,540	2,137	1,61,202	...	10,975	1,14,347	4,47,809	41 3 7	9 10 6	...
	Unaided (Encouraged).																	
	English-Teaching.																	
Bombay ...	Gora Union School, Girgaum	1	48	452	500	456	408	...	...	...	1,0892	...	...	186	1,7078	37 7 2	... —	...
	Total ...	1	48	452	500	456	408	...	...	...	18,892	...	...	186	1,7078	37 7 2	... —	...
	Anglo-Vernacular.																	
Bombay ...	G. T. Sanitary, Mandvi ...	1	...	120	120	122	112	...	...	...	2,085	...	623	...	2,708	28 13 7	... —	...
	Private A.-V. School Mogalwádi, J. D. Charity A.-V. School, Khetwadi	1	...	78	78	77	63	...	...	...	...	...	1,350	28	1,378	18 2 6	... —	...
	Indian Israelit Khoja Jamat School, Khadak	1	...	24	24	32	27	...	...	...	...	...	1,431	...	1,431	44 11 6	... —	...
	Khoja Khan Memorial Half-Holi A.-V. School	1	23	91	114	131	114	...	...	...	...	...	1,109	...	1,109	55 7 2	... —	...
	Aryamanda Island A.-V. School, Mograd	1	...	36	36	40	36	...	...	...	205	...	9,220	...	9,205	70 14 8	... —	...
	Fanlic English School, Bombay	1	...	40	40	37	29	...	...	...	921	...	920	1,873	3,108	39 12 4	... —	...
	Sarvari Vidyalaya	1	5	34	39	33	31	...	...	...	44	...	...	626	1,565	46 16 8	... —	...
	National English School ...	1	...	35	35	34	30	...	...	...	1,917	75	...	4,243	6,237	186 1 5	... —	...
	Clarke Abbott House A.-V. School	1	...	...	...	...	...	...	...	...	...	...	...	167	1,448	91 24 1	... —	...
								Information has not given us.										
	St. Helena's School, Parel ...	1	14	154	172	168	118	...	...	...	4,758	...	...	...	4,758	59 0 6	... —	...
Poona ...	Shri Gopal A.-V. School, Poona	1	...	63	63	56	40	...	...	...	892	...	...	...	900	1,332	23 14 0	... —	...
	Government Home Establishment School, Ganeshkhind,	1	...	7	7	7	7	...	...	...	...	...	...	...	434	438	58 9 2	... —	...
Sholápur ...	Private A.-V. School, Pandharpur	1	...	63	63	66	55	...	4...	...	974	...	110	350	1,434	21 11 8	... —	...
Kánara ...	Anjuman-i-Hidayat Islam A.-V. School, Karwar ...	1	...	26	26	16	14	...	...	...	60	...	200	227	927	24 12 5	... —	...
East Khándesh ...	A.-V. School, Kumbhoj ...	1	17	60	80	79	70	...	...	...	1,586	...	...	903	2,603	25 6 8	... —	...
West Khándesh.	New English School, Jalgaon	1	...	148	148	161	129	...	...	...	3,161	...	...	...	3,161	19 6 5	... —	...
	New English School, Shahada	1	...	16	16	20	13	...	...	...	280	...	...	...	280	13 0 0	... —	...
	City School, Dhulia ...	1	...	133	133	137	103	...	...	...	2,937	...	...	...	2,937	20 0 3	... —	...
	D. P. Jain Digvan Varshik English School, Ahmednagar.	1	19	122	141	148	129	...	...	...	...	...	...	1,110	2,032	22 2 7	... —	...
Ahmednagar ...	Virchand Dipchand A.-V. School, Sadhali	1	9	61	70	57	44	...	...	...	219	...	1,257	...	1,505	26 8 5	... —	...
	Model English School, Ahmednagar	1	28	131	159	154	137	...	...	...	980	...	...	...	1,910	1,202	12 17 6	... —	...

SUBSIDIARY FORM No. 2—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of educating each Pupil.		Amount of fees paid for the year.
			In High Stage.	In Middle Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	UNAIDED (RECOGNISED)—*contd.*																	
	Anglo-Vernacular—*contd.*																	
Kaira	Sanathan English School, Dakor	1	39	121	161	150	136	...	...	...	338	...	...	2,061	2,948	19 10 5	...	...
	A.-V. School, Thasra	1	...	57	57	33	30	...	...	...	240	...	...	469	809	26 12 4	...	...
	Do. Mahudha	1	...	53	53	26	23	...	...	...	64	...	162	...	311	13 6 9	13 1	...
Panch Mahals	Sevak A.-V. School, Kalol	1	17	65	82	64	56	...	...	...	1,037	...	56	68	1,198	18 7 0	...	...
	New English School, Dohad	1	...	52	52	53	41	...	...	...	877	...	...	290	1,117	21 7 3	...	...
	A.-V. School, Vejalpur	1	...	21	21	19	16	...	...	...	186	...	...	205	435	21 15 4	...	...
Broach	A.-V. School, Shuklatirtha	1	...	58	58	46	39	...	...	...	465	...	300	200	1,231	31 4 6	...	...
	Sardar Bahadur Jivanbhai A.-V. School, Jhagadia	1	...	35	35	30	24	...	...	...	350	...	...	774	1,112	34 17 0	...	...
Surat	Rohra English Institute, Surat	1	68	89	157	123	121	...	...	...	2,160	...	...	1,437	3,650	25 14 3	...	...
	Ahmadia Madressa, Rander	1	10	56	66	69	66	...	...	...	...	...	...	2,518	2,518	38 11 7	...	...
	Shri Ratnasa anji Jain English School, Surat	1	...	69	69	70	63	...	...	...	...	...	425	967	1,392	18 0 6	...	...
	Private A.-V. School, Anaval	1	...	18	18	21	17	...	...	...	239	...	...	439	687	31 13 2	...	...
	Do. do. Valod	1	...	19	19	18	14	...	...	...	170	...	198	109	467	25 6 3	...	...
Thana	General Education Institute A.-V. School, Shahpur	1	...	28	28	30	26	...	...	...	466	...	...	631	1,091	34 5 10	...	...
Dharwar	Basel Mission A.-V. School, Hubli	1	53	74	127	103	108	...	...	...	1,791	...	...	2,719	4,510	33 14 7	...	...
	Railway Mahomedan School, Hubli	1	...	13	13	13	9	...	...	...	...	...	...	633	633	42 3 4	...	...
Belgaum	George English School	1	...	85	85	81	66	...	...	...	1,485	...	...	1,015	2,500	37 2 3	...	...
	Jaekary A.-V. School, Bail-Hongal	1	...	37	37	30	23	...	...	...	467	...	...	282	749	32 6 5	...	...
Bijapur	Basel Mission A.-V. School, Bijapur	1	36	78	109	108	76	...	...	...	1,708	...	10	2,189	3,907	51 6 11	...	...
	A.-V. School, Hungund	1	...	15	15	10	8	...	...	...	196	...	202	100	514	64 3 7	...	...
Kanara	St. Xavier's School, Honawar	1	...	79	79	21	17	...	...	...	206	...	...	810	1,016	46 2 11	...	...
Bangalore	George English School, Yelagunta	1	49	107	156	126	113	...	...	...	2,405	...	...	421	2,826	25 0 13	...	...
	New English School, Kheri	1	...	14	14	18	16	...	...	...	336	...	12	124	472	29 3 7	...	...
	Tutorial English School, Shikarpur	1	...	79	79	54	44	...	...	...	1,067	...	...	...	1,067	19 11 1	...	...
Kolaba	General Institute, Karjat	1	...	25	25	37	33	...	...	...	624	...	168	...	792	21 15 5	...	...
Nasikabad	A.-V. School, Panchayati Nasikabad	1	11	42	53	55	47	...	...	...	691	...	...	467	1,158	24 1 2	...	...
Larkana	A.-V. School Sangukdero	1	1	20	21	21	19	...	...	...	302	...	...	648	1,000	45 13 11	...	...
	Total, unaided Recognised Middle Schools	80	429	1,717	2,703	2,068	2,010	...	...	...	43,397	...	1,196	47,549	112,206	31 0 0	...	...
	UNAIDED (UN-RECOGNISED.)																	
	Anglo-Vernacular.																	
Kaira	A.-V. School, Virsad	1	...	41	41	30	26	...	...	...	370	...	...	159	527	23 5 6	...	...
	Do. Sarsa	1	...	44	44	40	...	...	...	...	720	...	...	600	1,320	39 11 6	...	...
	Do. Anklav	1	...	50	50	35	30	...	...	...	337	...	144	...	481	20 14 1	...	...
	Do. Chikhodra	1	...	40	40	42	40	...	...	...	384	...	...	180	564	16 0 3	...	...
	New English School, Anand	1	...	104	104	76	64	...	...	...	700	...	...	542	1,242	17 3 4	...	...
	Vidyotejak A.-V. School, Nadia	1	...	78	78	74	64	...	...	...	333	...	...	672	995	24 14 3	...	...
	A.-V. School, Navli	1	...	4	4	4	3	...	...	...	375	...	44	...	419	18 2 3	...	...
Surat	A.-V. School, Pusi	1	...	11	11	20	17	...	...	...	198	...	...	106	304	19 3 2	...	...
	Do. Olpad	1	...	18	18	14	11	...	...	...	162	...	...	11	173	15 0 2	...	...
Thana	Mission A.-V. School, Shahpur	1	...	24	24	20	17	...	...	...	192	...	...	181	373	21 5 6	...	...
Belgaum	Sarvoditi A.-V. School	1	...	36	36	30	27	...	...	...	240	...	...	241	481	17 13 11	...	...
Kanara	Tirpati English School, Bhatkal	1	...	15	15	17	16	...	...	...	81	...	...	...	81	5 0 11	...	...
	Pandit New English School, Vengurla	1	...	20	20	20	16	...	...	...	330	...	...	...	330	17 9 6	...	...
Bangalore	English School, Kankavali	1	...	23	23	17	15	...	...	...	...	...	...	...	...	...	...	...
	New English School, Dapoli	1	...	38	38	34	27	...	...	...	294	...	...	...	348	23 2 2	...	...
Kolaba	Corresation Night School Class	1	4	21	25	21	15	...	...	...	330	...	...	318	648	43 4 10	...	...
	C. M. S. A.-V. School, Vikramgad	1	...	29	29	21	16	...	...	...	273	...	...	1,197	1,470	69 3 6	...	...
Hyderabad	Barrow A.-V. School, Vishnupur, Hyderabad	1	...	15	15	16	...	...	...	...	...	...	...	597	597	32 10 6	...	...
	Dr. Scuder A.-V. school, Hyderabad	1	...	16	16	14	14	...	...	...	237	...	...	453	690	41 9 6	...	...
Nasikabad	A.-V. School, Dachalia	1	...	17	17	19	13	...	...	...	180	...	...	12	192	12 15 1	...	...
	Total, Unaided (Unrecognised) Middle Schools	29	4	808	692	569	458	...	...	...	6,031	...	885	5,110	11,726	21 5 11	...	...
	Grand Total, Middle Schools	206	2,947	16,594	21,541	15,908	1,901	1,62,148	8,317	48,589	3,36,727	...	30,457	2,30,586	8,06,305	37 3 6	0 0 6	...

SUBSIDIARY FORM No. 3.

Statistical Return of High and Middle Schools (English) for Girls for the official year 1916-1917.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Fees.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and other sources.	Total.	Annual Cost per Educated Each Pupil. Total Cost.	Cost to Government.	Annual or final grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ANGLO-VERNACULAR.																	
	Government.																	
Poona ...	High School for Indian Girls Poona	1	106	269	375	314	243	17,740	...	...	9,240	...	3,144	...	29,325	77 2 10	60 7 11	.....
Ahmedabad ...	Mahakaul Training College for Women, Ahmedabad ...	1	70	163	233	210	172	8,094	...	...	1,662	...	...	...	9,756	46 8 10	46 8 8	.....
	Total ...	2	176	382	558	524	415	25,834	...	...	5,031	...	3,144	...	39,009	64 14 5	49 4 10	.....
	AIDED (RECOGNISED).																	
	European and Anglo-Indian.																	
	Cathedral Girls' High School ...	1	31	162	193	170	145	9,934	...	...	18,400	...	1,437	7,400	30,641	171 2 10	32 1 6	6,714 0 0
	Convent High School, Clare Road, Byculla ...	1	15	238	253	241	214	7,012	...	...	8,122	...	...	3,344	18,478	70 10 6	29 1 6	3,461 0 0
Bombay ...	Convent High School, Fort ...	1	9	177	186	170	146	4,708	...	...	7,635	...	...	721	13,124	75 12 9	37 9 0	1,433 0 0
	Education Society's Girls' High School, Byculla ...	1	8	196	204	195	165	8,474	...	...	4,560	...	5,845	1,491	19,919	101 9 0	41 7 4	4,787 0 0
	Convent High School, Parel ...	1	4	84	88	87	70	2,002	...	...	2,703	...	...	2,307	7,712	89 1 3	37 15 10	2,400 0 0
Poona ...	St. Mary's High School Poona.	1	18	141	159	139	120	6,088	...	...	10,927	...	36	...	8,975	122 0 10	45 10 8	8,691 4 0
	Convent High School, Poona	1	23	113	136	130	114	6,600	...	...	7,800	...	...	2,663	17,153	127 5 4	57 14 8	7,668 0 0
	Anglo-Indian Home and Training High School, Poona ...	1	4	129	144	104	66	3,127	...	...	1,404	...	...	4,803	9,934	95 3 5	39 14 7	2,337 0 0
	St. Peter's Girls' High School, Khandala	1	7	59	66	52	40	3,976	...	...	4,737	...	...	7,667	16,380	314 9 0	74 6 4	2,962 0 0
Satara ...	Girls' High School, Panchgani.	1	30	93	103	96	80	7,185	...	...	11,130	...	400	4,200	22,915	257 13 10	80 5 0	8,452 0 0
	Convent High School, Panchgani ...	1	18	112	134	113	100	6,598	...	...	5,000	...	...	16,362	28,040	268 6 6	58 0 7	4,646 0 0
Thana ...	Convent High School, Bandra.	1	16	235	241	232	202	7,139	...	...	6,276	...	...	11,663	24,948	105 12 0	39 15 2	4,558 0 0
Karachi ...	Convent High School, Kurrachi	1	7	204	211	200	174	7,005	...	500	7,780	...	...	4,901	19,706	97 1 2	34 12 1	8,761 0 0
	Total ...	13	154	1,903	2,097	1,947	1,675	79,750	...	500	92,466	...	7,318	64,509	244,935	125 8 5	40 12 4	.....
	English-Teaching.																	
Bombay ...	Queen Mary's High School ...	1	35	240	275	241	193	6,084	...	...	10,800	...	...	166	22 8 5	92 13 6	36 13 9	6,084 0 0
	Frere-Fletcher School, Fort ...	1	17	61	78	101	87	...	...	...	...	...	...	6,246	6,246	61 13 6	...	.....
	Total ...	2	52	301	353	335	280	6,084	...	...	10,800	...	...	6,412	28,141	96 13 10	19 0 9	.....
	Anglo-Vernacular.																	
	Young Ladies' High School ...	1	73	94	167	160	115	3,990	...	...	6,471	...	...	1,061	10,522	75 3 4	19 15 11	.....
	Alexandra Native Girls' English Institution	1	35	43	68	66	57	...	...	...	4,821	...	2,961	8,871	16,653	200 12 6	...	.....
	Empress High School, Chanda (Aided)	1	30	42	72	63	45	2,331	...	...	2,300	...	...	1,513	6,144	92 7 7	25 11 8	.....
	Princess High School, Chalisgaon	1	30	31	61	50	41	1,966	...	...	1,800	...	...	1,875	5,131	102 12 2	37 5 0	.....
Bombay ...	Bai Ratanbai F. D. Pandey Girls' High School ...	1	34	92	126	110	80	1,875	...	...	2,400	...	500	3,219	8,790	78 12 5	16 7 8	.....
	E. F. C. M. Girls' High School, Gowalia Tank, Bombay	1	64	70	134	136	114	2,940	...	...	1,920	...	...	9,739	13,599	103 4 4	16 2 10	.....
	Emmanuel Girls' High School	1	47	60	109	72	62	2,262	...	...	1,427	...	...	5,006	8,695	150 11 4	34 3 9	.....
Poona ...	Sindia Chatur Nosherwan Girls' High School	1	25	37	62	60	51	3,715	...	...	2,940	...	...	2,760	9,415	184 7 7	58 4 7	.....
Nasik ...	A. M. Girls' High School, Nasik	1	48	67	115	120	100	3,715	...	...	55	...	...	7,571	10,341	86 2 11	23 10 6	.....
Bombay ...	Motiabai Wadia Young Ladies' English School, Breach ...	1	50	73	93	100	80	3,612	...	...	2,931	...	73	3,040	7,056	65 9 4	14 15 6	.....
Surat ...	I. T. Mission Zenana High School, Surat	1	27	43	70	60	48	1,806	...	...	333	...	...	2,907	4,846	89 12 6	33 3 2	.....
Bijapur Camp ...	M. E. Mission Girls' High School, Bijapur Camp ...	1	3	24	29	28	16	457	...	...	84	...	2,336	...	2,925	128 0 7	15 9 9	.....
Hyderabad ...	Kindergarten Girls' School, Hyderabad	1	15	96	111	113	92	2,000	...	300	770	...	1,713	2,910	7,793	69 13 5	18 0 8	.....
	Total aided High Schools ...	29	685	3,005	3,690	3,497	2,801	1,10,905	...	800	1,37,594	...	17,453	1,31,512	2,98,264	112 11 6	32 7 2	.....
	UNAIDED (RECOGNISED).																	
	Anglo-Vernacular.																	
Bombay ...	Girton High School, Grant Road	1	87	155	242	167	104	...	...	...	6,900	...	...	...	6,900	33 15 2	...	.....
	Chanda Bangli Hindu Girls' High School	1	71	162	236	236	141	...	...	...	...	...	...	11,235	11,235	47 7 11	...	.....
	Total unaided (Recognised) High Schools ...	2	157	296	453	443	245	...	...	...	6,900	...	...	11,235	18,135	40 11 7	...	.....
	Grand Total, High Schools ...	33	993	3,717	4,637	4,309	3,241	1,30,739	...	800	1,49,934	...	31,702	1,39,156	4,30,809	99 15 5	31 4 5	.....

SUBSIDIARY FORM No. 3– *continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.							Annual Cost of educating each Pupil.		Annual or final grant for the year.
			In High Stage.	In Middle Stage.	Total.			Provincial funds.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and Other Sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
								Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	MIDDLE SCHOOLS.																	
	Anglo-Vernacular.																	
	Municipal.																	
Thana ...	*Municipal English Class, Thana	1	...	6	6	5	5	...	...	147	198	...	...	...	347	69 2 6	...	.....
	Municipal English Class, Bandra	1	...	4 (12)	4 (15)	6 (17)	6 (7)	...	...	300	...	...	...	...	300	16 10 3	...	.....
	Total ...	2	...	10 (12)	10 (15)	11 (17)	9 (7)	...	...	447	198	...	...	...	645	37 15 4	...	.....
	Aided (Recognized).																	
	European and Anglo-Indian.																	
Bombay ...	B. B. & C. I. Railway School, Parel	1	...	17	17	19	12	1,144	...	...	404	...	...	2,087	4,735	221 12 6	69 3 4	644 0 0
Poona ...	Pensioners' School, Poona ...	1	...	42	42	37	27	1,680	...	...	474	...	323	1,993	4,737	114 8 3	28 6 0	1,134 0 0
Nasik ...	Convent School, Igatpuri ...	1	...	122	122	125	74	3,342	...	...	2,334	...	...	2,016	7,692	62 5 6	25 15 0	2,460 0 0
	Home School, Nasik	1	...	23	23	27	21	...	...	...	62	...	...	2,591	2,644	168 10 2	...	.....
Belgaum ...	St. Mary's School, Belgaum ...	1	...	24	24	27	22	700	...	...	543	...	...	398	1,640	60 11 10	25 14 10	471 0 0
Kanara ...	M. and S. M. Railway School, Castle Rock	1	...	13	13	15	13	425	...	...	247	...	...	647	1,319	51 4 3	28 3 4	325 0 0
	Total ...	6	...	240	246	245	169	7,291	...	...	4,344	...	323	10,040	23,767	82 12 0	29 8 7	.....
	English-Teaching.																	
	St. Joseph's School, Bhuleshwar	1	...	102	102	103	103	2,400	...	...	3,025	...	...	2,475	8,300	45 5 6	13 1 10	2,400 0 0
	St. Anne's Fair School, Byculla	1	...	103	103	106	87	1,315	...	...	503	...	...	3,516	6,334	40 11 0	12 2 10	1,000 0 0
Bombay ...	Convent School, Lower Mahim, Dadar	1	...	243	243	246	185	2,600	...	...	2,463	...	480	1,900	7,443	35 11 9	13 0 4	2,100 0 0
	St. Joseph's School, Agripada	1	...	161	161	173	133	1,450	...	...	402	...	...	5,062	7,959	46 1 10	8 2 5	1,100 0 0
	St. Isabella's School, Mahalpakhadi	1	...	101	101	97	71	350	...	...	1,490	...	...	353	2,493	32 10 3	3 13 10	300 0 0
	Convent School, Parel ...	1	...	42	41	58	31	1,000	...	...	1,216	...	...	2,788	5,004	96 9 11	17 5 10	1,000 0 0
	St. Xavier's School, Girgaum ...	1	...	230	240	227	166	2,497	...	...	4,450	...	300	3,841	11,091	68 0 3	20 9 7	2,200 0 0
Poona ...	Convent Middle School, Poona	1	...	90	90	89	72	1,200	...	...	3,062	...	...	450	4,862	49 6 9	13 11 9	1,200 0 0
	St. Anne's School, Poona ...	1	...	59	59	66	50	550	...	...	542	...	...	892	1,984	31 4 6	8 13 11	450 0 0
Thana ...	St. Joseph's Convent, School, Bandra	1	11	307	318	403	330	6,600	...	...	7,956	...	...	8,962	23,518	55 2 4	16 7 8	6,300 0 0
	Mt. Mary's Convent School, Bandra	1	...	98	98	103	80	2,000	...	...	1,842	...	...	6,064	9,906	98 2 6	19 6 8	2,000 0 0
Belgaum ...	St. Joseph's School, Belgaum	1	...	127	127	125	110	2,100	...	...	2,000	...	...	2,494	6,600	53 5 7	16 12 10	1,800 0 0
Dharwar ...	St. Joseph's School, Dharwar	1	...	91	91	75	65	1,200	...	...	1,125	...	...	2,685	4,905	60 1 1	16 10 8	1,000 0 0
Kanara ...	Convent School, Hubli ...	1	12	144	156	180	100	2,800	...	...	4,107	...	...	9,905	16,921	91 9 5	15 4 10	7,800 0 0
	English Teaching Girls' School, Karwar	1	...	10	10	21	14	374	300	440	208	...	...	56	1,378	32 11 10	6 2 1	374 0 0
Nasik ...	Convent School, Nasik	1	...	223	223	205	179	2,800	...	...	5,061	...	...	60	7,920	39 9 9	11 7 6	1,000 0 0
	St. Francis an Convent School, Ozar	1	...	72	72	59	47	1,200	...	...	900	...	...	2,709	4,809	100 4 1	32 6 8	.....
Ahmednagar ...	St. Francisan Convent School, Tawali	1	...	60	60	50	46	1,000	...	...	1,203	...	...	2,806	5,009	119 2 1	39 0 2	.....
	St. Francisan Orphanage School, Ozar	1	...	18	18	18	18	270	...	...	...	...	...	4,825	5,095	270 4 4	51 9 5	.....
	Total ...	19	23	2,509	2,603	2,654	2,009	35,127	300	440	49,580	...	780	68,541	1,39,598	55 9 2	14 3 4	.....
	Anglo-Vernacular.																	
	Students' Literary and Scientific Society's School ...	1	98	190	288	273	239	2,243	...	...	2,780	...	1,670	1,548	8,631	31 2 10	6 2 5	.....
	Sir Cowasji Jehangir Readymoney A. V. School	1	...	54	54	51	42	937	...	...	1,197	...	...	191	2,300	57 8 0	15 14 6	.....
Bombay ...	Parsi Girls' Schools Association's A. V. School, Chandanwadi	1	...	98	98	93	66	1,003	...	...	1,091	...	1,631	1,556	5,281	79 5 10	12 3 0	.....
	Parsi Girls' Schools Association's A. V. school, Fort Bombay	1	...	81	81	72	78	1,200	...	...	1,437	...	900	1,237	4,777	66 5 7	13 14 3	.....
Poona ...	U. F. C. M. Girls' Boarding School, Poona	1	14	34	48	33	43	737	97	...	...	...	...	2,805	3,642	68 3 6	14 4 6	.....
	M. E. M. Girls' School, Talegaon, Dabhade	1	7	21	28	21	21	300	...	...	...	...	...	2,209	2,509	82 15 3	6 11 4	.....
	A. M. A. V. Girls' School, Sirur	1	...	15	15	14	14	209	...	...	...	...	...	543	752	53 2 0	16 0 0	.....

SUBSIDIARY FORM No. 3—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917. In High Stage.	In Middle Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and Other Sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Award or fixed grant for the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	MIDDLE SCHOOLS—*continued.*																	
	AIDED (RECOGNIZED)—*contd.*																	
	Anglo-Vernacular—continued.																	
Nasik ...	Z. B. and M. M. A.-V. School, Manmad	1	...	34	34	28	26	375	...	...	...	...	...	2,470	2,075	108 12 0	20 8 7	.....
	Z. M. Victoria Girls' A.-V. School, Nasik	1	...	7	7	8	5	200	...	...	44	...	...	1,779	2,023	252 14 0	25 6 0	.....
Karachi ...	Parsi Virbaiji School, Karachi	1	20	67	67	75	62	1,200	...	400	1,338	...	104	1,209	4,326	50 0 0	13 12 8	.....
	C. E. Z. Mission A.-V. School, Garhikhata, Karachi ...	1	9	22	31	44	35	1,250	...	...	919	...	...	967	3,106	102 2 1	40 5 3	.....
	Nava Kanya Vidya Shala, Market Quarter, Karachi ...	1	...	70	70	58	40	...	...	100	...	...	...	581	686	9 12 10	...	.....
Hyderabad ...	C. E. Z. Mission A.-V. School, Hyderabad	1	4	30	34	30	22	570	...	...	87	...	...	1,808	2,463	72 7 1	16 14 3	.....
	Nava Kanya Vidyalaya A.-V. School, Hyderabad	1	13	65	78	74	47	1,400	...	350	162	...	...	2,848	4,800	61 8 7	17 15 2	.....
	Total, Aided Middle Schools...	39	188	3,614	3,802	3,633	3,000	54,119	300	1,239	59,489	...	5,600	97,147	2,11,013	58 1 4	14 14 4	.....
	UNAIDED (RECOGNIZED).																	
	Anglo-Vernacular.																	
Bombay ...	Z. B. and M. M. A.-V. School, Umarkhadi	1	3	9	12	15	11	...	...	...	114	...	...	1,555	1,679	141 14 11	...	.....
	Merwanji Sotna Girls' A.-V. School	1	...	11	11	14	11	...	...	...	62	...	267	...	349	24 14 10	...	.....
	Total, unaided (Recognized) Middle Schools	2	3	20	23	29	22	...	...	...	196	...	267	1,555	2,028	69 14 11	...	.....
	UNAIDED (UNRECOGNIZED).																	
	Anglo-Vernacular.																	
Surat ...	Vanita Vishrama, Surat ...	1	...	87	87	72	59	...	...	...	...	...	2,657	...	2,657	38 14 0	...	.....
Karachi ...	Nava Kanya Vidyashala, Garhikhata, Karachi ...	1	...	107	107	69	53	...	...	...	443	...	...	727	1,170	10 14 11	...	.....
	Total, unaided (Unrecognized) Middle Schools	2	...	194	194	141	110	...	...	...	443	...	2,657	727	3,827	29 3 5	...	.....
	Grand Total of Middle Schools.	45	191	3,838 (13)	4,029 (12)	3,804 (12)	3,149 (7)	54,119	300	1,744	59,325	...	8,584	93,439	2,17,511	57 2 10	14 2 4	.....

SUBSIDIARY FORMS Nos. 4 and 5.

Statistical Return of Primary Schools (Vernacular) for Boys and Girls for the official year 1916-1917.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.							Annual Cost of Education each Pupil.	
			Upper Primary Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Central Division.																
	Day Schools.																
	Government — Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Government — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board — Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal — Boys	134	2,306	15,118	17,511	16,619	13,078	...	...	2,09,600	70,561	...	703	1,709	3,42,126	20 9 5	...
	Municipal — Girls	52	618	3,215	3,833	3,639	1,809	...	...	1,27,378	7,200	...	...	3,317	1,38,016	24 9 11	...
	Aided — Boys	37	3,135	7,511	10,646	9,560	7,716	4,061	...	39,009	44,963	...	23,879	36,196	1,67,067	17 7 7	0 6 10
	Aided — Girls	37	859	4,359	5,218	5,054	3,806	1,161	...	24,772	29,249	...	32,946	27,886	1,15,137	22 13 11	0 5 8
	Unaided — Boys	14	613	1,207	1,820	1,642	1,551	...	...	...	15,533	...	31,213	3,685	50,431	27 7 11	...
	Unaided — Girls	2	103	158	261	213	194	...	...	...	2,728	...	3,658	...	6,386	30 4 5	...
	Total Day Schools — Boys	235	5,144	24,236	29,437	28,009	22,345	4,061	...	3,45,609	91,057	...	55,795	61,231	5,58,853	20 5 6	0 2 1
	Total Day Schools — Girls	91	1,582	8,032	11,412	10,906	6,009	1,161	...	1,52,046	39,196	...	36,604	32,715	2,61,122	24 0 7	0 1 9
	Total Day Schools	326	6,726	34,123	40,849	38,905	30,451	5,222	...	4,90,655	1,30,253	...	91,399	93,946	8,20,976	21 0 1	0 2 1
	Night Schools.																
	Government — Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Government — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board — Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal — Boys	5	...	118	118	142	137	...	...	1,023	73	...	...	...	1,096	14 0 11	...
	Municipal — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided — Boys	15	23	234	259	230	230	...	...	724	376	...	1,393	1,053	3,546	9 1 7	...
	Aided — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided — Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools — Boys	20	*25	452	477	531	457	...	...	2,047	451	...	1,393	1,053	5,544	10 8 0	...
	Total Night Schools — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools	20	25	452	477	531	457	...	...	2,047	451	...	1,393	1,053	5,544	10 8 0	...
	Total Day and Night Schools — Boys	255	5,169	24,748	29,914	28,631	22,776	4,061	...	3,50,366	91,508	...	57,249	62,284	5,63,397	20 5 6	0 2 1
	Total Day and Night Schools — Girls	91	1,582	8,032	11,412	10,906	6,009	1,161	...	1,52,046	39,196	...	36,604	32,715	2,61,122	24 0 7	0 1 9
	Total Day and Night Schools	346	6,751	32,780	41,326	39,537	30,847	5,222	...	5,02,412	1,30,704	...	93,853	94,999	8,24,520	21 5 0	0 2 1
	Day Schools.																
	Government — Boys	2	98	105	203	205	150	3,049	...	...	851	...	...	...	4,500	18 4 6	0 15
	Government — Girls	2	88	105	193	209	112	3,724	...	...	...	...	...	...	3,724	11 6 9	0 0 9
	Local Board — Boys	441	7,429	17,883	25,312	20,215	13,552	1,39,145	10,800	...	7,496	...	...	1,308	1,48,249	7 5 4	0 0 3
	Local Board — Girls	10	23	403	426	400	215	3,396	...	...	...	...	...	...	3,396	7 15 9	0 0 3
	Municipal — Boys	45	1,305	2,640	3,985	3,377	2,714	22,670	2,126	20,347	3,942	...	64	64	49,349	11 1 1	0 4 7
	Municipal — Girls	21	194	1,745	1,939	1,906	1,131	7,513	184	14,078	...	...	...	57	21,832	9 0 0	0 0 7
	Aided — Boys	100	667	5,813	6,480	6,149	4,479	18,428	374	1,000	11,315	...	3,300	31,348	67,765	11 0 3	0 0 9
	Aided — Girls	30	205	1,815	2,020	2,153	1,554	8,126	...	...	265	...	300	20,352	29,243	13 10 1	0 1 7
	Unaided — Boys	3	34	209	13	305	276	...	...	...	283	...	621	925	2,129	6 0 0	...
	Unaided — Girls	4	77	205	282	336	276	...	...	...	281	...	...	3,021	3,302	10 0 7	...
	Total Day Schools — Boys	594	9,733	27,365	32,093	32,252	22,184	1,75,418	12,302	21,347	23,787	...	3,985	33,735	2,23,092	8 11 9	0 0 1
	Total Day Schools — Girls	67	555	4,473	4,978	5,053	3,040	23,125	184	14,078	546	...	300	23,414	62,847	12 4 6	0 0 3
	Total Day Schools	661	5,284	31,783	37,067	37,437	25,224	5,08,709	18,616	41,425	24,333	...	4,285	59,149	3,45,939	9 3 3	0 0 1

SUBSIDIARY FORMS Nos. 4 AND 5—*continued.*

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917. Upper Primary.	Lower Primary.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Interest of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Guvernment.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	3	...	109	109	107	98	306	...	...	...	...	...	...	306	2 8 11	2 1 11
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	3	...	44	44	45	21	402	...	20	...	...	...	...	427	9 7 10	9 0 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	5	48	199	247	258	210	577	...	...	274	...	...	597	1,448	5 8 1	3 5 8
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Forms—*continued.*	Unaided ... Boys	2	3	37	40	47	39	...	...	...	43	...	...	279	322	8 12 7	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools, Boys	13	51	449	500	517	337	1,380	...	20	717	...	...	876	3,093	6 13 1	2 10 8
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	13	51	449	500	517	337	1,380	...	20	717	...	...	876	3,093	6 13 1	2 10 8
	Total Day and Night Schools. Boys	613	4,791	37,809	42,600	32,980	22,541	1,76,791	12,832	31,367	34,504	...	2,965	38,651	2,96,113	6 11 6	6 8 1
	Girls	67	653	4,423	4,976	3,095	2,040	28,295	184	10,679	546	...	200	23,014	62,917	12 5 6	5 9 5
	Total Day and Night Schools ...	679	5,333	42,232	47,576	37,075	25,581	2,05,086	13,016	41,445	35,050	...	3,165	61,665	3,59,030	9 2 3	3 6 4
	Day Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	472	2,425	13,624	15,049	12,008	10,203	1,20,143	30,247	...	11,931	...	...	472	1,72,793	7 7 10	5 11 10
	Girls	30	12	289	291	802	501	7,978	...	...	...	...	...	...	7,978	9 14 1	9 14 1
	Municipal ... Boys	31	1,443	2,993	4,467	4,374	3,931	15,724	2,328	13,579	4,344	...	...	50	36,025	8 2 11	5 10 5
	Girls	12	94	792	886	859	819	2,094	1,871	2,876	...	...	82	...	6,923	8 0 0	2 7 0
	Aided ... Boys	57	174	1,695	1,869	1,875	1,570	4,509	...	...	2,780	...	...	9,421	16,710	8 2 0	4 5 6
	Girls	11	20	391	420	448	315	1,762	...	...	...	...	...	4,456	6,218	13 14 0	3 15 7
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	560	4,041	17,312	21,385	20,257	16,104	1,40,376	32,575	13,579	19,055	...	...	9,943	2,34,528	7 12 6	5 2 11
	Girls	53	126	1,472	1,597	2,109	1,335	11,834	1,871	2,876	...	...	82	4,456	21,059	9 11 0	5 9 7
	Total Day Schools ...	613	4,170	18,786	22,982	22,366	17,439	1,52,210	34,446	16,455	19,055	...	82	14,399	2,55,587	7 14 7	5 3 4
	Night Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	3	...	42	42	66	41	97	...	...	...	...	...	97	1 7 6	1 7 6
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	2	...	47	47	52	36	143	...	20	44	...	17	177	401	7 5 3	2 5 10
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	5	...	89	89	118	77	239	...	20	44	...	17	177	478	4 10 0	1 13 10
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	5	...	89	89	118	77	239	...	20	44	...	17	177	478	4 10 0	1 13 10
	Total Day and Night Schools. Boys	564	4,041	17,401	21,474	20,375	16,181	1,40,615	32,575	13,599	19,099	...	17	10,120	2,35,006	7 11 9	5 2 8
	Girls	53	126	1,472	1,597	2,109	1,335	11,834	1,871	2,876	...	...	82	4,456	21,059	9 11 0	5 9 7
	Total, Day and Night Schools ...	617	4,170	18,873	23,071	22,484	17,516	1,52,449	34,446	16,475	19,099	...	99	14,576	2,56,065	7 10 4	5 0 6

SUBSIDIARY FORMS Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1927. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and Miscellaneous Sources.	Total.	Annual Cost of Educating Each Pupil. Total Cost.	Cost to Govern ment.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION—contd.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
	Government ... Boys	1	...	15	15	20	27	240	...	...	...	...	...	...	240	4 3 6	4 3 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	231	1,716	11,334	13,050	13,000	9,369	77,009	11,718	...	5,402	...	...	797	95,126	7 0 1	5 11 4
	Girls	13	31	500	531	500	399	5,060	...	...	...	...	...	...	5,060	9 1 1	9 1 1
	Municipal ... Boys	20	851	2,378	3,129	3,747	2,515	17,643	2,656	27,300	4,315	...	210	226	52,250	13 15 0	4 10 11
	Girls	13	217	1,190	1,340	1,216	736	9,865	95	7,383	4	...	...	2	11,149	9 2 7	3 9 10
	Aided ... Boys	48	320	2,600	3,010	2,812	1,351	6,959	600	42	5,846	...	407	7,449	21,303	7 0 8	2 6 7
	Girls	8	63	466	479	434	218	1,975	...	...	...	...	...	2,794	7,169	16 8 3	4 0 0
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	400	2,989	16,314	19,303	20,205	14,385	1,02,916	15,004	27,342	15,563	...	677	7,961	1,69,563	8 5 6	5 0 8
	Girls	34	304	2,956	3,260	2,750	1,353	16,940	89	7,383	4	...	...	2	24,368	10 9 4	4 15 0
	Total Day Schools ...	443	3,293	19,270	22,563	22,955	15,738	1,19,856	15,153	34,725	15,567	...	677	13,163	1,93,931	8 9 3	5 0 3
	Night Schools.																
Sholapur ...	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	1	...	17	17	21	13	40	...	...	...	...	...	...	40	1 14 0	1 14 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	1	...	2	2	9	2	8	5	43	...	...	...	...	54	6 13 0	1 0 3
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night schools. Boys	2	...	19	19	29	15	48	5	43	...	...	...	...	94	3 3 10	1 13 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	2	...	19	19	29	15	48	5	43	...	...	...	...	94	3 3 10	1 13 0
	Total Day and Night Schools. Boys	402	2,989	16,333	19,322	20,317	14,400	1,02,964	15,007	27,385	15,563	...	677	7,961	1,69,657	8 4 7	5 0 3
	Girls	34	304	2,956	3,260	2,750	1,353	16,940	89	7,383	4	...	...	2	24,368	10 9 4	4 15 0
	Total Day and Night Schools	442	3,293	19,289	22,582	23,067	15,753	1,19,904	15,156	34,768	15,567	...	677	13,163	1,94,025	8 9 3	5 0 3
	Day Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	400	1,647	10,374	12,021	12,020	7,020	1,15,401	12,949	...	7,161	...	...	709	1,36,220	11 10 1	9 0 0
	Girls	19	26	461	487	480	230	6,862	...	...	...	...	...	...	6,862	14 1 5	14 1 5
	Municipal ... Boys	19	831	1,902	2,733	2,691	2,178	13,324	1,171	13,771	2,969	...	...	37	31,276	10 13 1	3 14 9
	Girls	9	65	695	760	772	421	2,257	16	9,514	17	...	...	3	11,823	7 8 7	2 14 4
Ahmednagar ...	Aided ... Boys	164	972	4,301	5,273	4,352	2,211	10,150	...	207	76	...	491	10,106	20,530	10 10 10	2 5 9
	Girls	14	131	845	976	1,004	756	1,923	...	100	23	...	...	18,166	21,219	24 3 11	5 14 1
	Unaided ... Boys	18	...	403	403	439	339	...	...	...	...	...	...	2,976	2,976	7 0 0	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	567	3,553	17,337	20,430	19,513	12,748	1,38,875	14,126	13,978	10,206	...	491	20,828	2,17,150	10 9 7	5 2 1
	Girls	42	222	2,001	2,723	2,256	1,405	10,942	95	9,614	40	...	...	18,169	38,721	17 2 7	7 7 5
	Total Day Schools ...	609	3,675	19,338	23,013	21,769	13,154	1,49,817	14,166	19,600	10,250	...	491	37,997	2,55,871	11 3 11	6 12 2

SUBSIDIARY FORMS Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls of 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of educating each Pupil.	
				Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Recouped Stipends.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION—*continued.*								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																	
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	7	13	131	144	146	89	291	...	...	...	...	...	...	291	1 15 11	1 15 11
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	Boys	4	...	114	114	117	95	291	...	...	...	...	...	...	291	3 0 2	2 5 3
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Abandoned	Total Night Schools	Boys	11	13	245	257	263	184	582	...	...	...	...	...	...	291	377	3 6 3	2 3 3
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools		11	13	245	257	263	184	582	...	...	...	...	...	...	291	377	3 6 3	2 3 3
	Total Day and Night Schools	Boys	395	2,855	17,491	20,347	20,776	13,943	1,37,530	14,120	18,982	10,209	...	891	30,259	2,12,987	10 8 6	6 10 0
		Girls	42	232	2,001	2,233	2,256	1,416	16,845	46	3,613	58	...	...	18,992	39,721	17 2 7	7 7 5
	Total Day and Night Schools		440	3,087	19,492	22,580	23,032	15,359	1,54,371	14,166	19,609	10,209	...	891	57,424	2,52,708	11 3 6	6 11 4
	Day Schools.																	
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	367	1,966	14,350	16,316	12,382	14,905	97,703	23,955	...	7,220	...	...	1,930	1,30,807	6 13 7	5 10 6
		Girls	12	29	363	392	411	288	4,304	...	...	...	...	...	...	4,304	10 3 7	10 3 7
	Municipal	Boys	26	1,113	2,908	4,021	4,535	3,222	17,412	1,804	16,509	4,841	...	...	116	41,282	9 3 5	9 13 7
		Girls	13	121	927	1,048	1,125	657	3,404	167	5,077	...	...	10	...	8,778	7 12 10	5 1 5
	Aided	Boys	32	176	1,372	1,548	1,482	1,167	3,200	...	144	1,731	...	206	10,422	15,699	10 11 8	9 5 9
		Girls	7	49	329	378	323	241	1,697	...	...	21	...	...	6,012	7,730	30 11 7	7 6 9
	Unaided	Boys	4	...	24	24	20	17	...	...	...	...	...	...	852	852	42 9 7	...
		Girls	1	...	42	42	40	31	...	...	...	...	...	58	236	294	7 5 7	...
	Total Day Schools	Boys	429	3,255	18,654	21,911	23,899	18,411	1,18,494	25,459	16,653	13,201	...	206	12,320	1,89,630	7 6 10	4 10 4
		Girls	33	199	1,661	1,860	1,949	1,216	9,385	167	5,077	21	...	68	6,248	21,056	10 12 3	4 13 1
Black	Total, Day Schools		462	3,454	20,315	23,771	25,848	19,627	1,27,879	25,626	21,730	13,222	...	274	18,568	2,10,686	7 10 10	4 10 10
	Night Schools.																	
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	2	...	...	...	45	37	84	...	...	...	...	...	81	165	1 11 10	1 11 10
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	Boys	4	3	86	89	87	55	184	10	99	...	...	...	203	496	2 9 4	1 13 7
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	Boys	3	9	196	205	208	155	331	...	...	...	...	...	330	1,112	1,603 5 3	1 9 6
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools	Boys	9	11	281	298	340	247	599	10	99	...	...	330	1,112	2,040	6 0 6	1 10 9
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools		9	11	281	298	340	247	599	10	99	...	...	330	1,112	2,040	6 0 6	1 10 9
	Total Day and Night Schools	Boys	438	3,266	18,935	21,209	23,749	18,658	1,19,093	25,469	16,752	13,201	...	536	14,032	1,91,670	7 6 7	4 9 9
		Girls	33	199	1,661	1,860	1,949	1,216	9,385	167	5,077	21	...	68	6,248	21,056	10 12 3	4 13 1
	Total Day and Night Schools		471	3,465	20,596	23,069	25,698	19,874	1,28,478	25,636	21,829	13,222	...	604	20,280	2,12,726	7 10 6	4 10 2

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1927.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Educating each Pupil.	
			Upper Stage.	Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and public grants.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	408	5,354	24,694	30,048	30,490	28,700	1,99,304	29,690	...	15,414	...	...	3,110	2,48,517	7 3 0	5 9 6
	Girls	20	14	903	917	994	919	6,602	...	...	...	...	...	...	6,602	7 3 6	7 3 6
	Municipal ... Boys	46	2,492	7,008	9,440	9,022	8,102	57,571	7,034	57,571	6,340	...	...	19,815	1,08,480	9 3 8	9 13 5
	Girls	20	66	1,444	1,510	1,490	995	5,120	880	5,044	...	...	...	13	9,057	9 1 1	9 1 1
	Aided ... Boys	12	9	401	410	407	339	1,121	...	...	...	...	6	70	1,196	2 15 0	2 13 4
	Girls	1	...	25	25	37	21	125	...	...	...	...	...	...	125	3 1 8	3 1 8
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	506	7,905	32,105	39,998	40,019	30,311	1,99,304	36,924	57,571	21,963	...	6	14,004	3,29,353	8 3 2	8 14 7
	Girls	41	80	2,382	2,462	2,440	1,932	6,727	880	5,044	...	...	...	13	13,724	8 7 0	8 4 6
	Total Day Schools ...	549	7,979	34,487	42,460	42,459	31,753	2,06,031	37,804	62,615	21,963	...	6	14,017	3,43,167	8 3 7	8 14 1
	Night Schools.																
East Khandesh.	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	2	...	45	45	46	39	32	10	172	...	...	...	...	213	4 10 9	4 12 3
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	1	...	43	43	44	32	32	...	...	...	...	...	...	32	1 2 11	1 2 11
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	3	...	88	88	90	42	134	10	172	...	...	...	...	267	2 15 6	3 1 10
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	3	...	88	88	90	42	134	10	172	...	...	...	...	267	2 15 6	3 1 10
	Total Day and Night Schools. Boys	511	7,905	32,193	39,986	40,109	30,353	1,99,438	36,934	57,743	21,963	...	6	14,004	3,29,620	8 3 0	8 14 7
	Girls	41	80	2,382	2,462	2,440	1,932	6,727	880	5,044	...	...	...	13	13,716	8 7 0	8 4 6
	Total, Day and Night Schools ...	552	7,985	34,575	42,448	42,549	32,285	2,06,165	37,814	62,787	21,963	...	6	14,017	3,43,334	8 3 9	8 13 9
	Day Schools.																
	Government ... Boys	1	65	85	150	163	160	2,049	...	...	194	...	...	...	2,243	15 2 2	11 0 1
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	247	2,031	11,431	13,462	13,737	9,255	68,486	20,741	...	5,247	...	...	354	94,328	6 10 3	4 12 3
	Girls	11	7	461	468	463	313	2,329	...	...	...	...	...	...	2,329	7 2 6	7 2 6
	Municipal ... Boys	23	1,261	2,705	3,147	4,308	3,147	18,496	3,035	18,321	3,241	...	...	202	86,295	9 14 8	9 3 1
West Khandesh.	Girls	13	68	810	881	911	592	2,742	445	4,401	...	...	...	83	7,671	8 6 10	8 0 5
	Aided ... Boys	5	12	115	127	125	97	409	...	...	...	...	...	...	609	1,017	7 9 9	8 0 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys	3	2	73	75	73	66	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	279	3,401	14,409	17,961	18,464	12,725	89,440	23,776	18,321	8,682	...	...	1,224	1,54,052	7 4 0	5 0 1
	Girls	24	75	1,271	1,349	1,376	905	5,071	445	4,401	...	...	...	83	11,000	8 0 0	8 4 6
	Total, Day Schools ...	303	3,476	15,742	19,310	19,840	13,631	94,511	24,221	22,722	8,682	...	...	1,307	1,65,052	7 4 10	5 0 7

K 30—10

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost per Pupil taking Each Fifth	
			Upper Stage.	Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Net Work.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	45	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	1	5	25	30	41	24	60	...	...	...	...	...	240	300	7 6 6	1 9 6
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
West Khandesh—*contd.*	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ... Boys	1	5	25	30	41	24	60	...	...	...	...	...	240	300	7 6 6	1 9 6
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	1	5	25	30	41	24	60	...	...	...	...	...	240	300	7 6 6	1 9 6
	Total, Day and Night Schools ... Boys	280	3,495	14,405	17,901	13,525	12,749	82,702	25,170	18,021	9,872	...	...	1,462	1,34,227	7 4 0	4 7 2
	Girls	24	72	1,777	1,849	1,376	896	6,671	445	4,401	...	...	...	83	11,600	8 0 0	4 6 2
	Total, Day and Night Schools	304	3,568	16,172	19,240	14,901	13,645	89,777	25,621	22,722	9,872	...	...	1,545	1,45,827	7 4 10	4 7 5
	Day Schools.																
	Government ... Boys	4	169	252	421	408	340	7,017	...	...	725	...	...	...	7,742	18 18	14 7 1
	Girls	2	58	195	253	209	122	3,726	...	...	...	...	...	...	3,726	41 14	9 41 14 9
	Local Board ... Boys	2,709	16,971	103,509	119,861	132,690	92,847	7,36,020	1,79,406	...	59,673	...	...	8,239	9,80,437	7 7 7	3 3 9
	Girls	105	190	3,450	3,560	4,063	2,8394	29,631	...	...	...	...	...	...	29,634	9 10 1	9 10 1
	Municipal ... Boys	350	11,711	39,772	51,483	51,321	38,711	1,67,540	19,970	4,80,652	60,161	...	1,405	17,730	7,12,049	13 12 13	3 7 7
	Girls	183	1,353	12,664	14,197	14,017	9,994	25,890	3,712	1,50,430	7,120	...	92	5,376	1,97,142	14 12 0	1 12 0
	Aided ... Boys	497	4,905	23,735	27,900	29,905	21,035	48,907	974	39,408	66,201	...	28,604	1,72,650	3,57,004	12 3 1	3 6 1
	Girls	108	1,330	8,180	9,518	9,482	6,812	21,075	...	24,873	9,664	...	43,040	51,732	1,58,383	20 0 0	2 3 7
	Unaided ... Boys	47	649	2,126	2,775	2,79	2,223	...	...	...	16,126	...	31,651	8,219	56,196	20 0 1	...
	Girls	7	182	463	645	611	453	...	...	...	3,0 9	...	8,71	3,247	9,971	15 2 ...	...
	Total, Day Schools ... Boys	3,707	33,509	167,715	201,224	214,893	155,167	9,80,524	1,80,350	1,20,060	2,02,937	...	61,699	1,83,987	21,00,556	13 8 9	4 12 9
	Girls	373	3,049	26,152	29,171	29,371	19,819	80,76	3,127	1,80,303	20,807	...	50,4 8	60,377	4,54,914	16 0 6	2 1 1
	Total, Day Schools ...	4,080	36,558	193,867	230,395	244,264	174,981	10,61,05	1,83,902	7,20,363	2,23,744	...	99,13	2,72,344	25,61,981	9 17 10	4 15 4
Abstract, Central Division.	*Night Schools.*																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	21	12	339	371	445	169	10	...	...	...	...	...	290	3	0 8 3	0 2 9
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	15	3	295	298	72	240	60	23	2,703	73	...	...	...	2,859	9 0 1	1 15 9
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	31	98	909	1,006	1,110	822	1,44	...	744	1,090	...	1,60	3,806	8,402	7 9 8	1 4 3
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys	2	3	37	40	37	32	...	...	...	43	...	...	270	313	8 13 7	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ... Boys	69	104	1,631	1,715	1,664	1,263	3,03	23	3,453	1,212	...	1,60	3,767	12,577	6 8 0	1 8 11
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	69	104	1,631	1,715	1,664	1,263	3,03	23	3,453	1,212	...	1,60	3,767	12,577	6 8 0	1 8 11
	Total, Day and Night Schools ...	4,011	36,662	194,498	231,240	245,864	176,259	10,64,08	1,83,925	7,23,816	2,25,956	...	99,81	2,76,131	25,78,961	9 17 7	4 5 8

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of educating each Pupil.	
			Upper Stage.	Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	NORTHERN DIVISION.																
	Day Schools.																
	Government — Boys	1	62	126	188	168	161	2,717	...	...	434	...	...	...	4,151	23 2 3	19 14 1
	Girls	1	...	120	120	120	92	2,016	...	...	...	...	...	...	2,015	21 5 1	21 5 1
	Local Board — Boys	375	2,651	15,272	18,923	18,170	13,952	1,13,472	11,652	...	8,014	...	1,175	328	1,34,626	9 6 5	6 12 11
	Girls	42	374	2,426	2,800	2,716	1,943	20,109	7,839	...	...	...	11	...	27,967	10 4 7	7 0 4
	Municipal — Boys	51	1,785	6,445	11,230	11,044	8,697	36,437	3,614	57,063	11,893	...	...	314	1,07,021	9 11 1	8 8 1
	Girls	27	294	2,435	2,729	2,667	1,868	9,207	616	12,726	7	...	21	47	22,626	8 10 0	8 4 0
	Aided — Boys	20	323	2,090	2,413	2,328	1,767	4,156	...	620	1,613	...	2,105	2,040	10,534	7 14 1	1 12 8
	Girls	15	365	1,741	2,044	2,027	1,497	3,964	...	2,326	...	...	880	10,645	18,035	9 5 0	3 8 2
	Unaided — Boys	2	150	227	377	340	203	...	...	...	...	6	...	2,648	2,654	7 9 8	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ahmedabad ...	Total Day Schools. — Boys	350	6,941	26,156	33,097	32,048	24,995	1,70,204	24,652	72,009	22,280	...	3,280	13,280	2,86,810	8 15 1	5 4 11
	Girls	86	931	6,772	7,703	7,532	5,505	37,504	8,455	15,052	7	...	912	10,672	72,823	9 10 8	4 12 6
	Total, Day Schools ...	436	7,872	32,928	40,802	39,580	30,320	2,07,708	33,107	87,735	21,787	...	4,192	23,952	3,59,633	9 1 4	5 3 10
	Night Schools.																
	Municipal — Boys	7	8	172	181	161	100	603	20	971	...	...	...	6	1,600	9 6 1	8 2 1
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	7	8	172	181	161	100	603	20	971	...	...	...	6	1,600	9 6 1	8 2 1
	Total Day and Night Schools. — Boys	357	6,949	26,328	33,280	32,209	25,095	1,70,807	24,672	72,654	22,760	...	3,280	13,286	2,88,410	8 15 2	5 4 9
	Girls	86	931	6,772	7,703	7,532	5,505	37,504	8,455	15,052	7	...	912	10,672	72,823	9 10 8	4 12 6
	Total Day and Night Schools ...	443	7,880	33,100	40,983	39,741	30,420	2,08,311	33,127	87,706	21,767	...	4,192	23,958	3,61,233	9 1 4	5 3 10
	Day Schools.																
	Local Board — Boys	312	6,315	18,524	24,739	24,361	17,964	1,57,316	24,652	...	9,405	...	...	322	1,84,809	7 9 10	6 3 9
	Girls	46	437	2,744	3,181	3,069	2,190	6,501	17,750	...	...	...	...	...	24,254	7 14 6	2 3 6
	Municipal — Boys	82	1,700	4,227	6,482	6,233	5,140	20,565	2,731	21,956	5,258	...	...	430	50,180	8 0 10	3 4 1
	Girls	17	303	2,113	2,460	2,365	1,714	8,190	1,013	8,685	9	...	137	91	17,811	7 5 6	3 6 9
	Aided — Boys	110	484	3,672	4,156	3,982	3,291	6,951	...	...	359	...	1,395	14,607	23,643	5 9 4	1 0 10
	Girls	9	159	321	480	472	336	1,761	...	306	29	...	...	4,947	6,743	14 4 9	4 3 3
	Unaided — Boys	11	15	207	222	206	121	...	...	...	...	...	...	859	859	4 5 6	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. — Boys	455	8,514	26,630	35,599	34,782	26,516	1,71,181	27,383	21,956	15,048	...	4,895	16,123	2,61,531	7 8 10	5 1 9
	Girls	72	897	5,334	6,231	6,030	4,240	16,452	18,763	8,991	38	...	137	5,038	48,808	8 2 10	2 13 0
	Total Day Schools ...	527	9,411	31,964	41,830	40,812	30,756	1,87,633	46,146	30,947	15,086	...	5,032	21,161	3,10,341	7 10 1	4 11 3
Kaira ...	*Night Schools.*																
	Municipal — Boys	1	...	13	13	10	10	...	...	44	3	...	...	43	90	9 7 2	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided — Boys	5	24	102	126	124	91	199	...	...	8	...	...	460	667	4 15 7	3 7 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. — Boys	6	24	120	147	134	101	199	...	44	13	...	...	503	756	4 10 5	1 5 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	6	24	120	147	134	101	199	...	44	13	...	...	503	756	4 10 5	1 5 0
	Total Day and Night Schools. — Boys	461	8,943	26,811	35,746	34,916	26,617	1,71,380	27,383	21,412	15,061	...	4,895	16,603	2,62,287	7 11 4	5 2 5
	Girls	72	897	5,334	6,231	6,030	4,240	16,452	18,763	8,991	38	...	137	5,038	48,808	8 2 10	2 13 0
	Total Day and Night Schools ...	533	9,840	32,145	41,977	40,946	30,857	1,87,832	46,146	30,403	15,099	...	5,032	21,641	3,11,095	7 10 9	4 12 2

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education each Pupil.	
			Primary Upper stage.	Primary Lower stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Interest of Native Officers.	Endowments.	Subscriptions and all other sources.	Totals.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	NUMBERS BROUGHT—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
	Local Board ... Boys	152	1,410	6,492	7,902	7,571	6,374	69,700	1,533	...	2,315	...	...	247	68,547	9 1 0	9 0 0
	Girls	11	61	366	427	394	413	6,114	...	...	...	...	...	...	6,114	9 10 1	1 0 0
	Municipal ... Boys	5	364	922	1,286	1,230	975	4,964	1,171	4,215	1,979	...	...	224	12,554	9 3 7	3 9 1
	Girls	3	85	434	519	504	341	1,240	260	2,520	...	...	52	2	4,069	8 0 8	3 0 3
Point Malde	Aided ... Boys	5	40	263	331	320	259	908	...	...	256	...	144	1,452	2,760	7 10 1	2 0 6
	Girls	1	26	76	115	110	102	630	...	...	...	...	...	...	2,046	9 15 10	3 0 0 11
	Total Day Schools. Boys	165	1,901	7,902	9,760	9,146	8,490	68,872	2,403	4,215	4,179	...	144	1,813	82,626	8 6 0	7 3 3
	Girls	15	201	1,072	1,273	1,154	859	8,764	260	2,520	...	...	52	2,481	13,076	11 0 6	3 2 6
	Total Day Schools ...	180	2,102	8,974	10,870	10,300	7,349	77,142	2,663	7,040	4,179	...	196	4,294	97,702	9 4 3	7 4 9
	Day Schools.																
	Local Board ... Boys	221	1,169	13,373	14,584	14,224	10,146	25,836	24,376	...	4,057	...	...	761	1,34,972	9 1 ...	6 0 3
	Girls	26	94	1,815	1,909	1,823	1,057	4,040	6,440	...	...	...	...	...	10,480	7 8 10	2 11 3
	Municipal ... Boys	20	828	2,077	2,905	2,822	2,641	16,721	1,200	11,982	2,909	...	...	215	32,972	9 0 3	4 4 9
	Girls	11	109	1,180	1,289	1,205	847	8,797	540	8,826	...	...	...	206	18,369	12 7 7	4 10 0
	Aided ... Boys	7	63	440	509	490	368	663	...	136	113	...	100	2,377	4,089	8 5 10	2 0 1
Bhuj	Girls	2	4	183	187	171	127	945	...	125	200	...	1,154	425	2,849	16 10 10	3 5 1
	Unaided ... Boys	2	10	176	186	173	137	...	...	...	...	...	...	2,562	2,562	14 6 7	...
	Girls	1	...	71	71	71	51	...	...	...	...	...	...	474	474	6 10 6	...
	Total Day Schools. Boys	250	1,910	16,066	18,479	17,884	13,292	99,740	25,576	12,211	6,079	...	100	6,425	1,80,611	9 0 6	5 8 3
	Girls	39	204	3,253	3,457	3,304	2,082	13,782	7,020	8,951	200	...	1,154	1,105	29,312	10 1 2	3 11 7
	Total Day Schools ...	289	2,114	19,319	21,936	21,188	17,312	1,13,522	32,596	20,162	6,284	...	1,254	7,530	2,09,923	9 5 8	5 4 3
	Day Schools.																
	Local Board ... Boys	220	4,634	21,220	26,374	25,554	17,660	1,46,788	47,045	...	10,754	...	2,000	745	2,07,706	8 1 11	5 12 0
	Girls	40	207	3,027	3,514	3,054	1,419	15,000	4,001	...	...	...	...	...	19,001	9 8 3	7 4 11
	Municipal ... Boys	34	1,197	4,606	5,837	5,606	4,613	73,857	905	19,941	6,201	...	...	86	99,990	8 13 3	3 14 1
	Girls	6	168	1,137	1,311	1,261	901	5,300	151	7,670	...	...	...	60	13,081	10 6 9	4 1 1
	Aided ... Boys	18	191	1,402	1,611	1,567	1,314	2,397	...	806	257	...	207	6,404	12,066	8 1 0	1 7 0
	Girls	16	244	1,288	1,548	1,525	1,045	2,914	...	641	17	...	2,760	11,376	19,093	13 1 3	5 0 11
	Unaided ... Boys	3	27	296	326	305	276	...	...	...	...	...	215	3,775	3,990	13 1 10	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	414	5,972	28,304	34,276	33,254	23,863	1,73,042	47,945	20,747	17,212	...	2,922	14,073	2,83,754	8 8 2	5 2 7
Rural ...	Girls	64	619	4,812	5,431	4,840	3,366	24,274	4,152	8,310	17	...	3,760	12,481	52,494	10 12 7	3 9 3
	Total Day Schools ...	478	6,591	33,116	39,677	38,174	26,229	1,97,316	52,097	29,057	17,229	...	6,682	26,554	3,36,248	9 12 10	5 2 3
	Night Schools.																
	Aided ... Boys	4	47	326	373	350	210	441	...	396	...	...	507	134	1,371	6 7 3	1 2 3
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	4	47	326	373	350	210	441	...	396	...	...	507	134	1,371	6 7 3	1 2 3
	Total Day and Night Schools. Boys	418	6,038	33,442	39,750	38,524	23,973	1,73,483	47,945	20,145	17,229	...	3,429	14,207	2,85,125	9 7 6	5 1 6
	Girls	64	619	4,812	5,431	4,840	3,366	24,274	4,152	8,310	17	...	3,760	12,481	52,494	10 12 7	3 9 3
	Total Day and Night Schools ...	482	6,657	38,254	45,181	43,364	27,339	1,97,757	52,097	28,455	17,246	...	7,189	26,688	3,37,619	9 12 2	5 0 1

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.							Annual Cost per Educated Male Pupil.	
			Upper Stage.	Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Northern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
	Local Board — Boys	265	2,084	12,428	14,512	14,000	9,028	92,165	14,212	...	6,491	...	...	2,021	1,13,889	7 14 7	6 6 4
	Girls	12	84	291	375	362	331	3,091	2,619	...	...	...	...	...	7,011	9 11 10	9 8 6
	Municipal — Boys	37	797	3,115	3,912	3,753	3,604	19,041	3,218	15,384	3,537	...	392	169	60,740	20 13 9	4 12 10
	Girls	11	113	907	1,020	1,007	957	4,340	679	4,625	33	...	16	341	10,139	10 0 6	9 4 11
Thies	Aided — Boys	34	113	1,899	2,012	1,963	1,937	3,151	1,329	881	4,540	...	7,291	10,793	27,995	14 4 7	1 9 7
	Girls	3	19	216	235	230	175	903	...	120	263	...	...	1,307	2,613	6 14 6	5 8 6
	Unaided — Boys	5	7	179	186	181	163					Not	known				
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools— Boys	341	3,010	17,619	20,629	20,009	14,905	1,12,397	18,359	16,225	15,374	...	7,676	12,943	1,52,884	8 12 11	5 9 4
	Girls	27	225	1,890	2,095	2,048	1,554	9,904	2,616	4,945	324	...	16	1,438	19,243	9 6 9	4 13 9
	Total, Day Schools	368	3,235	19,473	22,708	22,057	16,459	1,22,301	21,975	21,170	15,698	...	7,692	14,420	2,01,569	9 0 6	5 0 2
	Law Schools.							Imperial.									Imperial.
	Government — Boys	1	14	87	98	90	77	1,350	...	...	127	...	...	...	1,477	18 16 0	15 10 ...
	Girls	1	9	50	59	60	55	1,008	...	...	...	...	...	...	1,008	18 3 7	18 1 7
Bayol's Camp.	Aided — Boys	1	31	103	135	128	103	674	...	...	27	...	1,870	...	2,571	19 7 6	6 1 6
	Girls	1	37	111	148	143	131	831	...	...	...	...	...	2,914	3,745	26 3 5	5 15 8
	Total, Day Schools— Boys	2	45	190	234	218	180	2,024	...	...	154	...	1,870	...	4,048	17 8 5	8 12 9
	Girls	2	46	161	207	203	186	1,839	...	...	...	...	...	2,914	4,753	23 12 9	9 7 7
	Total, Day Schools	4	91	351	441	421	366	3,863	...	...	154	...	1,870	2,914	8,801	20 7 7	9 4 11
	Day Schools.							Provincial.									Provincial.
Diess Camp	Aided — Boys	3	33	244	277	263	220	604	...	...	330	...	...	1,139	2,273	8 6 5	2 1 4
	Girls	1	7	49	56	62	48	142	...	...	...	...	...	479	621	9 0 7	2 3 2
	Total, Day Schools	4	40	293	333	325	268	746	...	...	330	...	...	1,604	2,894	8 16 1	2 2 11
	Day Schools.																
	Government — Boys	2	70	109	204	207	249	3,687	...	...	551	...	...	...	5,438	19 10 4	17 11 6
	Girls	2	9	180	189	190	157	4,161	...	...	...	...	...	...	4,161	21 9 9	21 9 4
	Local Board — Boys	1,594	10,586	57,416	108,702	101,740	76,874	6,62,184	1,84,854	...	40,011	...	8,173	4,831	9,40,053	9 1 9	6 8 9
	Girls	170	1,937	10,172	11,479	10,604	7,499	80,241	26,079	...	...	...	11	...	96,331	8 13 10	5 5 10
	Municipal — Boys	382	7,849	24,018	31,867	31,171	24,708	1,15,744	12,416	1,24,447	20,700	...	332	1,111	2,97,338	9 9 7	9 12 5
	Girls	72	1,157	6,164	9,321	9,059	6,616	54,506	5,595	45,742	43	...	224	629	1,06,739	9 3 7	8 12 13
	Aided — Boys	198	1,565	10,172	11,458	11,001	8,320	49,193	1,229	2,644	7,601	...	10,305	49,178	99,401	8 12 3	1 11 10
	Girls	49	726	4,042	4,660	4,761	3,477	16,042	...	3,719	846	...	5,351	32,643	58,171	12 8 8	3 13 7
Abéché and Northern Division.	Unaided — Boys	21	220	1,143	1,374	1,302	1,059	...	...	...	6	...	212	9,057	10,045	7 14 4	...
	Girls	1	...	75	76	72	51	...	...	...	...	...	...	474	474	6 9 4	...
	Total, Day Schools— Boys	2,369	20,795	102,959	161,605	148,077	111,160	8,64,168	1,48,228	1,29,401	79,175	...	20,024	65,471	13,58,597	9 7 1	5 6 11
	Girls	299	3,931	22,083	26,484	24,770	17,873	1,52,953	31,674	49,461	905	...	6,114	35,981	2,43,288	9 13 1	4 6 5
	Total, Day Schools	2,668	24,977	125,042	177,619	172,903	129,033	9,18,001	1,80,902	1,78,862	79,979	...	26,138	1,00,514	14,96,877	...	...
	Night Schools.																
	Municipal — Boys	6	9	101	110	111	110	691	20	1,028	5	...	...	9	1,753	7 15 1	2 12 9
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided — Boys	9	71	431	502	514	301	643	...	306	5	...	805	504	2,263	5 9 9	1 4 3
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools— Boys	17	79	532	703	625	411	1,387	20	1,411	10	...	805	600	4,267	6 3 6	1 9 11
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools	17	79	532	703	625	411	1,387	20	1,411	10	...	805	600	4,267	6 3 6	1 9 11
	Total, Day and Night Schools	2,685	25,056	125,574	178,322	173,528	129,443	9,19,387	1,80,922	1,80,273	79,989	...	26,943	1,01,114	14,99,144	9 10 6	5 6 4

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Numbers of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost per Scholar each Pupil.	
			Primary. Upper Stage.	Primary. Lower Stage.	Total.			Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Revenue from Sales of Stores.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	44	45	5	6	7	8	9	10	11	12	13	14	15	16
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	SOUTHERN DIVISION.																
	Day Schools.																
	Government ... Boys	5	130	376	506	479	393	4,931	...	...	243	...	...	...	5,174	10 12 9	10 4 6
	Girls	1	30	100	130	113	106	2,595	...	...	...	...	...	...	2,595	22 15 6	22 15 6
	Local Board ... Boys	445	4,627	23,171	27,798	22,930	20,069	1,79,250	21,156	...	19,715	...	...	...	5,716	2,28,837	0 1 1	0 0 1
	Girls	55	187	2,946	3,129	2,683	2,036	...	23,619	...	...	...	...	...	23,619	7 14 8	...
	Municipal ... Boys	61	1,891	5,920	7,811	7,302	5,577	28,577	1,781	33,004	7,534	...	...	125	73,021	10 0 0	3 15 4
	Girls	23	273	2,836	3,109	2,927	1,803	6,076	264	17,671	...	...	...	6	24,017	8 2 2	2 1 1
	Aided ... Boys	66	351	3,186	3,536	3,180	2,895	4,806	...	...	1,062	...	1,800	8,045	15,713	4 15 8	1 6 6
	Girls	3	3	175	178	163	128	224	...	...	...	...	...	100	1,330	7 5 4	1 12 1
	Unaided ... Boys	5	26	657	683	606	533	...	...	...	480	...	...	6,930	7,410	11 3 8	...
	Girls	2	10	60	70	72	57	...	...	...	65	...	...	1,065	1,130	15 5 8	...
	Total, Day Schools. Boys	604	6,925	33,310	40,104	33,857	29,130	2,17,664	22,937	36,004	29,033	...	1,800	21,426	3,27,710	9 7 7	5 13 11
	Girls	84	499	6,143	6,642	6,279	4,330	8,895	23,883	17,671	65	...	...	2,065	52,573	8 6 2	1 5 2
District ...	Total, Day Schools ...	688	7,424	39,452	46,746	40,136	33,460	2,26,559	46,820	53,675	29,098	...	1,800	23,491	3,80,283	4 14 7	3 11 1
	Night Schools.																
	Government ... Boys	2	...	71	71	62	58	Expenditure included in Day Schools.									
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	1	...	40	40	40	19	144	...	147	...	...	...	...	291	7 4 2	3 9 7
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	1	7	37	24	23	10	111	...	20	...	...	...	100	231	9 10 0	6 11 4
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools. Boys	4	7	128	135	125	87	255	...	167	...	...	...	100	531	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	4	7	128	135	125	87	255	...	167	...	...	...	100	531	1 15 6	1 0 10
	Total, Day and Night Schools. Boys	608	6,932	33,337	40,239	33,982	29,217	2,17,919	22,937	36,171	29,033	...	1,800	21,526	3,28,241	9 3 4	5 7 3
	Girls	84	499	6,143	6,642	6,279	4,330	8,895	23,883	17,671	65	...	...	2,065	52,573	8 6 2	1 5 2
	Total, Day and Night Schools ...	692	7,431	39,480	46,881	40,261	33,547	2,26,814	46,820	53,842	29,098	...	1,800	23,591	3,80,814	4 3 9	3 14
	Day Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	339	3,195	14,919	18,114	20,007	14,332	1,39,017	16,959	...	12,859	...	...	337	1,69,172	7 14 11	6 7 11
	Girls	30	121	1,615	1,736	1,737	1,115	...	14,193	...	...	...	...	...	14,193	8 2 9	...
Primary ...	Municipal ... Boys	27	601	2,087	2,688	2,052	2,157	12,675	2,772	11,859	3,611	...	...	12	30,929	15 0 3	8 4 5
	Girls	11	68	852	920	1,016	914	2,605	269	5,292	...	...	18	...	8,183	8 2 7	2 10 0
	Aided ... Boys	70	247	2,541	2,495	2,674	2,030	3,462	...	...	3,371	...	...	7,131	15,964	5 2 11	1 4 0
	Girls	5	30	258	288	291	209	1,165	...	...	4	...	...	3,792	4,961	17 0 6	3 15 9
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools. Boys	436	4,043	19,554	23,597	26,733	18,519	1,57,154	19,903	11,859	19,840	...	...	7,480	2,05,465	9 1 7	6 12 5
	Girls	46	219	2,725	2,944	3,044	1,938	3,835	14,462	5,292	4	...	18	3,792	27,604	9 0 0	1 4 1
	Total, Day Schools ...	482	4,262	22,279	26,541	29,777	20,457	1,60,989	34,365	17,151	19,844	...	18	11,272	2,33,069	9 0 2	5 2 11

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of educating each Pupil.	
				Upper Stage.	Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Southern Division—*continued.*								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																	
	Government	Boys	4	...	161	161	139	86	1,344	600	...	...	...	...	...	1,944	13 4 2	6 15 2
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	387	2,911	13,719	16,630	16,526	12,196	1,14,966	15,679	...	12,023	...	...	224	1,42,921	9 9 8	7 9 8
		Girls	31	76	1,230	1,306	1,315	795	...	10,000	...	...	...	...	...	10,000	7 10 11	...
Bijapur ...	Municipal	Boys	20	466	2,160	2,640	2,693	1,933	10,385	703	13,180	2,402	...	...	...	15,788	9 9 11	3 3 3
		Girls	7	74	715	789	729	502	2,365	560	4,421	...	...	...	...	7,286	9 14 10	3 3 6
	Aided	Boys	71	263	2,203	2,466	2,396	2,020	3,406	...	...	...	...	...	5,602	9,659	3 11 7	1 5 0
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	Boys	7	68	493	561	508	437	...	...	...	427	...	...	3,819	4,246	7 0 2	...
		Girls	4	25	107	132	105	128	...	...	...	6	...	...	2,002	2,008	14 3 11	...
	Total, Day Schools	Boys	489	3,172	18,736	21,948	22,378	16,324	1,30,091	17,040	13,180	14,852	...	...	9,745	1,83,907	8 9 5	5 12 11
		Girls	42	175	2,112	2,287	2,237	1,795	2,365	10,560	4,421	6	...	...	2,002	20,352	9 2 1	1 5 2
	Total, Day Schools		531	3,347	20,848	24,235	24,615	17,919	1,32,455	27,600	17,601	14,858	...	...	12,747	2,04,259	8 4 9	5 10 6
	Day Schools.																	
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	227	1,987	6,729	10,716	9,856	6,137	77,548	8,793	...	5,145	...	...	703	92,689	9 1 6	7 11 10
		Girls	13	107	636	743	726	516	...	5,171	...	...	...	...	...	5,171	7 2 9	...
Kanara ...	Municipal	Boys	27	930	2,179	3,079	2,923	2,093	11,312	1,109	9,370	1,832	...	...	32	23,655	8 4 2	3 15 2
		Girls	10	61	732	793	741	456	1,377	1,097	3,541	...	...	...	71	5,286	7 3 6	3 6 6
	Aided	Boys	17	32	461	510	449	374	726	...	...	672	...	...	313	3,511	7 9 6	1 3 10
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	Boys	5	62	379	441	444	317	...	...	...	102	...	...	740	842	5 12 5	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools	Boys	279	3,011	17,274	14,555	13,674	9,321	87,587	7,902	9,370	7,651	...	...	2,787	1,13,696	8 5 6	6 9 4
		Girls	23	173	1,368	1,541	1,468	1,017	1,377	6,180	3,541	...	...	...	71	10,828	7 3 0	1 3 9
	Total, Day Schools		302	3,184	18,642	16,096	15,142	10,343	91,464	13,081	11,911	7,651	...	...	2,864	1,27,154	8 0 11	6 1 0
	Day Schools.																	
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	325	2,381	16,503	19,885	19,421	14,037	1,15,953	2,903	...	14,673	...	...	1,313	1,74,843	8 14 9	8 15 1
		Girls	22	130	1,115	1,227	1,190	766	...	9,189	...	...	...	...	...	9,189	7 16 1	...
	Municipal	Boys	15	172	1,462	2,030	2,174	1,751	7,240	2,033	5,882	3,123	...	...	61	18,339	9 1 2	3 2 11
Ratnagiri ...		Girls	5	58	423	481	464	360	1,470	243	1,738	...	...	...	12	3,463	7 2 1	1 0 7
	Aided	Boys	20	144	2,007	4,051	3,909	3,154	6,267	...	...	2,595	...	...	5,402	17,264	4 7 10	1 0 8
		Girls	5	37	125	167	159	95	413	...	...	...	...	...	180	593	5 15 5	2 9 0
	Unaided	Boys	5	20	140	169	150	110	...	...	...	...	...	...	...	...	...	...
		Girls	3	13	131	144	140	86	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools	Boys	425	4,228	22,040	26,564	25,753	19,052	1,29,853	4,936	5,882	23,004	...	...	6,796	1,70,477	8 5 10	5 0 3
		Girls	35	198	1,797	2,031	1,961	1,308	1,883	9,411	1,738	...	...	...	246	13,579	7 13 8	1 15 3
	Total, Day Schools		460	4,426	23,837	28,595	27,714	20,361	1,31,736	14,347	7,620	23,004	...	...	7,042	1,84,056	8 10 7	4 11 7
	Day Schools.																	
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	251	1,575	10,811	12,386	12,162	8,204	85,319	7,399	...	6,451	...	...	321	99,491	8 9 8	7 9 4
		Girls	14	97	399	510	519	351	...	4,195	...	...	...	...	...	4,195	7 10 3	...
	Municipal	Boys	16	532	1,450	1,972	2,006	1,516	11,813	1,173	6,967	3,562	...	...	153	23,668	12 10 1	5 7 10
Kolaba ...		Girls	6	87	476	519	485	369	...	2,929	643	...	...	...	...	3,572	7 0 10	...
	Aided	Boys	23	85	737	601	774	638	1,725	...	...	976	...	...	3,353	6,054	5 11 11	1 4 10
		Girls	4	21	169	190	175	117	471	...	...	39	...	...	1,289	1,799	14 10 5	2 11 1
	Unaided	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day Schools	Boys	290	2,191	12,998	15,159	15,054	10,359	98,856	8,572	6,967	9,989	...	...	3,827	1,28,213	9 8 6	6 0 8
		Girls	24	205	1,044	1,249	1,179	837	471	7,124	643	39	...	...	1,289	10,574	9 7 0	2 5 11
	Total, Day Schools		314	2,396	14,042	16,408	16,233	11,196	99,327	15,696	7,610	10,028	...	...	5,116	1,38,787	9 6 4	6 0 9

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Educating Each Pupil.	
			Upper Stage.	Lower Primary.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost, Government Funds.
1	2	3	4	5a	5	6	7	8	9	10	11	12	13	14	15	16	
	Southern Division—*continued.*						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
	Night Schools.																
Kolhapur—*contd.*	Local Board { Boys	2	...	30	30	23	21	Expenditure included in Day Schools.									
	{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools	2	...	30	30	23	21	...	...	...	...	...	...	...	...	...	...
	Total Day and Night Schools	315	2,901	16,155	19,056	16,346	14,414	99,157	18,547	7,900	9,858	...	...	5,716	1,30,984	8 0 1	6 0 5
	Day Schools.																
	Government { Boys	9	150	857	907	625	633	6,175	200	...	242	...	...	...	7,117	11 5 8	9 15 10
	{ Girls	1	30	131	161	113	106	2,595	...	...	...	...	...	...	2,595	22 15 4	22 15 4
	Local Board { Boys	1,964	17,477	87,451	104,928	100,626	79,560	7,02,173	69,869	...	20,935	...	...	8,662	8,51,639	8 13 8	8 0 9 11
	{ Girls	165	634	6,059	6,693	5,806	5,501	...	66,457	...	...	...	...	...	66,457	7 12 6	...
	Municipal { Boys	354	4,982	15,168	20,050	20,249	14,717	81,701	9,642	81,252	20,964	...	...	383	1,53,942	9 9 2	4 0 8
	{ Girls	62	581	6,054	6,635	6,434	3,978	18,743	5,511	32,200	...	...	169	95	57,194	8 1 6	2 9 5
	Aided { Boys	274	1,121	12,746	13,867	13,681	11,251	19,784	...	...	11,994	...	1,803	21,407	53,988	4 19 0	1 7 3
	{ Girls	15	91	715	806	650	530	2,357	...	...	33	...	...	7,313	9,613	14 14 6	2 14 10
	Unaided { Boys	25	246	1,567	1,813	1,835	1,357	...	...	...	1,209	...	...	11,319	12,528	6 13 1	...
	{ Girls	2	43	264	307	308	271	...	...	...	67	...	...	4,060	4,127	13 9 11	...
	Total Day Schools { Boys	2,493	23,955	117,971	143,727	143,009	109,294	9,60,373	80,121	81,252	1,54,745	...	2,376	41,451	11,39,119	5 10 6	7 14 10
Ashtagi, Sangli, Chini Districts.	{ Girls	268	1,374	15,189	16,563	16,219	10,455	19,205	71,628	32,200	300	...	169	11,368	1,34,870	8 4 0	1 2 11
	Total Day Schools	2,761	25,329	133,160	158,489	159,228	119,749	9,79,578	1,51,749	1,13,452	1,55,045	...	2,545	52,819	12,73,989	5 9 7	7 15 5
	Night Schools.																
	Government { Boys	2	...	71	71	66	59	...	...	...	...	...	...	...	...	...	...
	{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board { Boys	2	...	30	30	23	21	...	...	...	...	...	...	...	...	...	...
	{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal { Boys	1	...	40	40	40	29	144	...	147	...	...	...	201	7 6 4	3 6 7	
	{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided { Boys	1	7	17	24	23	14	114	...	26	...	...	...	109	249	10 6 11	4 15 4
	{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools { Boys	6	7	158	165	154	123	258	...	167	...	...	...	310	735	5 3 1	1 9 2
	{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day and Night Schools	2,767	25,336	133,318	158,654	159,382	119,872	9,79,836	1,51,749	1,13,619	1,55,045	...	2,545	53,129	12,74,724	5 9 6	7 15 4
	SIND.																
	Day Schools.																
	Government { Boys	1	8	78	86	69	61	2,014	...	...	31	...	...	...	2,045	24 0 2	22 6 4
	{ Girls	1	1	41	42	40	25	624	...	...	...	...	...	...	624	14 15 3	14 15 3
	Local Board { Boys	120	436	3,344	4,181	4,214	3,033	60,491	6,667	...	402	...	...	30	67,590	15 13 8	13 3 1
	{ Girls	1	...	43	43	43	31	226	227	...	...	...	...	...	453	9 7 5	4 1
Karachi ...	Municipal { Boys	19	472	2,321	2,793	2,810	2,063	17,592	617	20,142	3,820	...	...	1	40,561	17 5 4	6 0 0
	{ Girls	13	74	1,465	1,539	1,544	933	11,625	383	15,742	218	...	36	265	28,269	18 5 11	7 6 9
	Aided { Boys	90	910	4,768	5,678	5,496	4,836	18,398	...	11,797	3,905	...	...	29,379	63,389	11 11 2	2 11 2
	{ Girls	30	403	1,803	2,243	2,253	1,749	11,153	...	8,112	71	...	982	12,465	27,744	12 13 4	4 12 3
	Unaided { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ Girls	1	13	77	90	77	45	...	...	...	71	...	...	612	683	8 13 10	...
	Total Day { Boys	230	2,360	10,570	12,930	12,644	9,993	98,523	7,284	29,939	14,427	...	...	29,380	1,79,953	13 12 2	6 10 4
	Schools { Girls	32	542	3,426	4,057	4,009	2,784	23,653	610	23,960	289	...	982	13,343	63,535	14 10 9	5 13 6
	Total Day Schools	262	2,757	13,996	16,983	16,703	12,236	1,22,427	7,904	53,799	14,716	...	982	42,923	2,43,479	13 15 8	6 7 0

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.							Annual Cost of educating each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Income of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	SIND—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
	Government ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... { Boys	2	16	32	42	41	34	231	3	254	...	...	...	...	488	11 9 11	5 8 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... { Boys	7	26	205	725	214	194	266	...	...	...	...	...	384	744	3 4 11	1 7 7
	Girls	1	10	9	19	19	16	80	...	...	...	...	...	40	120	6 5 1	4 3 4
Karachi—contd.	Unaided ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. { Boys	9	20	237	267	235	228	231	3	254	...	...	...	384	1,232	4 9 10	2 3 6
	Girls	1	10	9	19	19	16	80	...	...	...	...	...	40	120	6 5 1	4 3 4
	Total Night Schools ...	10	30	246	286	254	244	671	3	254	...	...	...	424	1,352	4 11 8	2 3 6
	Total Day and Night Schools. { Boys	248	2,289	10,815	13,055	12,930	9,860	85,946	7,297	60,193	14,427	...	...	20,673	2,77,176	13 9 2	6 6 11
	Girls	23	506	3,518	4,076	3,977	2,603	23,512	610	20,903	289	...	108	13,982	59,903	14 10 2	5 12 4
	Total Day and Night Schools ...	271	2,797	14,334	17,131	16,977	12,480	1,09,008	7,907	61,093	14,716	...	908	43,066	2,30,979	13 13 1	6 6 11
	Day Schools.																
	Government ... { Boys	1	44	100	100	100	123	2,94...	...	...	514	...	...	...	3,450	23 0 6	19 9 10
	Girls	1	6	79	85	58	57	1,704	...	...	...	...	...	...	1,704	29 9 2	29 9 2
	Local Board ... { Boys	68	881	2,057	2,938	2,839	2,227	33,440	19,526	...	409	...	...	25	53,480	18 13 1	8 8 4
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... { Boys	17	427	1,475	1,902	1,902	1,359	13,900	...	12,150	1,319	...	...	9	27,430	14 6 1	7 5 8
	Girls	6	14	314	328	324	264	3,525	...	3,525	...	...	...	...	7,050	21 3 1	10 9 11
	Aided ... { Boys	91	378	3,435	3,807	3,654	2,956	19,097	...	1,026	5,615	...	...	20,812	46,150	12 6 6	2 15 6
	Girls	19	163	1,013	1,606	1,319	1,044	8,206	...	1,075	607	...	14	11,324	22,400	13 13 3	5 5 7
	Unaided ... { Boys	4	61	108	269	238	270	...	...	...	1,500	...	...	4,721	6,221	9 13 2	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. { Boys	209	1,790	6,765	10,153	9,983	7,035	69,445	19,526	13,102	12,757	...	...	25,577	1,30,787	12 9 11	6 15 5
	Girls	26	127	1,593	2,023	1,911	1,365	13,435	...	5,600	607	...	14	11,324	31,360	16 6 8	6 11 9
	Total Day Schools ...	235	1,917	10,357	12,176	11,894	8,400	74,070	19,526	18,702	13,364	...	14	36,901	1,62,147	13 1 4	6 14 4
	Night Schools.																
Hyderabad ...	Government ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... { Boys	1	9	43	52	48	31	95	...	94	...	...	...	110	299	3 10 1	1 13 3
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. { Boys	1	9	43	52	48	31	95	...	94	...	...	...	110	299	3 10 1	1 13 3
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	1	9	43	52	48	31	95	...	94	...	...	...	110	299	3 10 1	1 13 3
	Total Day and Night Schools. { Boys	209	1,801	6,808	10,205	9,991	7,066	69,540	19,526	13,196	12,757	...	...	25,577	1,30,936	12 9 2	6 14 11
	Girls	26	127	1,593	2,023	1,911	1,365	13,435	...	5,600	607	...	14	11,324	31,360	16 6 8	6 11 9
	Total Day and Night Schools ...	236	1,928	10,400	12,228	11,902	8,431	74,195	19,526	18,796	13,364	...	14	36,901	1,62,296	13 0 10	6 14 4

SUBSIDIARY FORM Nos. 4 and 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils at the Close of 31st March 1937.			Average monthly number.	Average daily attendance.	Expenditure.							Annual Cost of Education each Pupil.	
			Primary Upper Stage.	Primary Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Fund.	Fees.	Interest on Native States.	Endowments.	Miscellaneous and all other sources.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Sub—contd.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	113	1,642	5,036	6,678	6,376	5,111	37,654	18,338	...	1,641	...	...	37	77,670	11 10 1	8 10 3
	Girls	7	16	262	278	274	208	1,804	1,805	...	...	...	...	...	3,609	13 15 9	6 7 10
	Municipal ... Boys	2	77	320	397	388	266	2,664	...	2,267	194	...	...	...	5,125	13 14 7	6 11 4
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	110	175	3,020	3,195	3,119	2,504	6,741	...	...	1,345	...	...	13,705	21,852	6 13 8	2 1 9
	Girls	22	48	677	725	670	519	1,696	...	...	...	...	...	2,720	4,893	6 13 4	2 3 4
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	225	1,894	8,376	10,270	9,853	7,879	47,060	18,338	2,267	3,180	...	...	13,862	1,04,647	10 3 6	6 9 3
	Girls	29	64	939	1,003	944	723	3,494	1,805	...	...	...	...	2,630	7,929	7 14 6	3 7 9
	Total Day Schools ...	254	1,958	9,315	11,273	9,837	8,601	50,554	20,143	2,267	3,180	...	...	16,492	1,12,576	9 15 9	6 4 2
	Night Schools.																
Nawabshah ...	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day and Night Schools. Boys	225	1,894	8,376	10,270	9,853	7,879	47,060	18,338	2,267	3,180	...	...	13,862	1,04,647	10 3 6	6 9 3
	Girls	29	64	939	1,003	944	723	3,494	1,805	...	...	...	...	2,630	7,929	7 14 6	3 7 9
	Total Day and Night Schools ...	254	1,958	9,315	11,273	10,797	8,601	50,554	20,143	2,267	3,180	...	...	16,492	1,12,576	9 15 9	6 4 2
	Day Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	83	754	2,235	2,989	2,924	2,305	29,378	13,206	...	...	...	...	7	42,591	14 0 1	9 13 5
	Girls	8	69	402	471	451	355	3,700	3,700	...	...	...	...	...	7,400	15 11 3	7 15 8
	Municipal ... Boys	2	45	190	235	239	178	2,377	940	2,152	50	...	...	10	5,529	23 13 11	10 10 7
	Girls	1	...	67	67	62	51	671	390	307	...	...	...	...	1,368	20 10 10	10 14 2
	Aided ... Boys	21	30	701	731	724	643	1,413	...	...	...	...	...	4,525	5,938	8 1 10	1 14 10
Tando Muhammad Khan.	Girls	3	7	90	97	84	69	320	...	106	...	...	...	636	956	9 12 8	3 4 0
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	113	837	3,116	3,945	3,887	3,126	33,168	14,106	2,153	50	...	...	4,542	54,058	13 11 3	8 6 8
	Girls	12	76	559	630	594	475	4,691	4,090	407	...	...	...	636	9,824	15 4 9	7 7 3
	Total Day Schools ...	124	913	3,675	4,575	4,481	3,601	37,859	18,196	2,560	50	...	...	5,178	63,882	13 14 8	8 4 1

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education each Pupil.	
			Upper Primary Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cons.	Municipal Funds.	Fees.	Balances of Reserve Funds.	Endowments.	Subscriptions and all other sources.	Totals.	Total Cost.	Cost to Government.
1	2	3	4	4a	45	5	6	7	8	9	10	11	12	13	14	15	16
	SIND—*contd.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Thar and Parkar—*contd.*	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day and Night Schools. Boys	121	827	3,145	3,967	3,129	33,166	14,100	2,153	25	...	...	4,053	54,029	10 11 2	0 6 8	
	Girls	12	75	555	630	504	453	4,695	4,600	407	...	...	876	9,630	15 4 9	1 7 0	
	Total Day and Night Schools ...	134	902	3,673	4,575	4,461	3,583	37,863	18,100	2,560	50	...	5,029	63,667	13 14 8	0 4 6	
	Day Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	150	2,427	6,505	8,932	7,890	6,071	79,430	30,809	...	775	...	...	90,014	11 0 11	9 10 3	
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	10	486	2,113	2,599	2,427	1,831	17,109	300	20,640	2,300	...	...	70	40,418	15 8 10	6 9 1
	Girls	12	39	1,400	1,439	1,331	887	6,376	...	6,595	...	...	167	...	12,138	8 5 10	4 6 11
	Aided ... Boys	114	744	4,367	5,111	4,905	4,140	7,351	2,043	1,696	5,471	...	...	18,041	34,602	6 12 4	1 7 0
	Girls	22	172	1,006	1,178	1,062	731	4,025	627	1,762	...	...	2,623	5,361	14,398	13 6 7	3 6 7
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	283	3,657	12,985	16,302	15,213	12,042	97,889	33,152	22,336	8,546	...	...	18,111	1,76,034	10 6 11	6 0 1
	Girls	34	157	2,472	2,627	2,413	1,588	10,401	627	7,947	...	...	2,790	5,361	26,536	10 0 11	3 15 4
	Total Day Schools ...	317	3,814	15,117	18,929	17,626	13,630	1,08,290	33,779	30,283	8,546	...	2,790	23,472	1,96,570	10 6 1	5 11 6
	Night Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sukkur ...	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	2	11	44	55	52	37	160	...	101	...	...	...	...	261	5 10 6	1 11 11
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	1	14	32	46	52	27	85	...	120	...	...	...	...	205	3 12 7	1 13 7
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	3	25	76	101	104	64	185	...	221	...	...	...	...	466	4 9 10	1 13 4
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	3	25	76	101	104	64	185	...	221	...	...	...	...	466	4 9 10	1 13 4
	Total Day and Night Schools. Boys	286	3,682	13,721	16,403	15,316	12,106	98,074	33,152	22,557	8,546	...	...	18,111	1,76,500	10 6 4	5 15 7
	Girls	34	155	2,472	2,627	2,413	1,588	10,401	627	7,947	...	...	2,790	5,361	26,426	10 0 11	3 15 4
	Total Day and Night Schools ...	320	3,837	16,193	19,030	17,729	13,694	1,08,475	33,779	30,504	8,546	...	2,790	23,472	1,90,926	10 5 7	5 11 7

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.		Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Educating each Pupil.	
				Primary					Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Income of Endowments.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
				Upper Stage.	Lower Stage.	Total.												
1	2		3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Sikh—*contd.*								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																	
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	72	514	2,908	3,422	3,202	2,631	30,357	13,128	...	...	...	...	10	44,492	13 14 3	9 8 0
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	Boys	2	12	216	230	221	161	1,787	...	2,833	220	...	...	7	3,849	17 2 9	7 12 4
		Girls	2	1	102	103	100	60	901	...	893	...	...	...	4	1,800	17 8 0	6 5 6
	Aided	Boys	12	7	300	307	208	205	440	...	...	...	...	...	...	1,440	6 9 11	1 8 11
		Girls	2	...	27	27	21	28	45	...	...	...	...	...	90	135	5 0 0	1 10 6
	Unaided	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools.	Boys	88	533	3,456	3,989	3,921	3,057	34,584	13,128	1,933	220	...	...	1,43	50,301	12 9 9	8 10 9
		Girls	4	1	134	135	121	88	946	...	893	...	...	...	94	2,0.3	15 0 0	7 0 1
	Total Day Schools		90	534	3,590	4,124	4,039	3,145	35,530	13,128	2,929	220	...	...	1,531	52,720	12 13 0	8 9 10
	Night Schools.																	
Upper Sind Frontier.	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	Boys	1	...	23	23	27	16	66	...	74	6	...	...	...	146	6 0 11	2 15 4
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools.	Boys	1	...	23	23	27	16	66	...	74	6	...	...	...	146	6 0 11	2 15 4
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools		1	...	23	23	27	16	66	...	74	6	...	...	...	146	6 0 11	2 15 4
	Total Day and Night Schools.	Boys	87	533	3,479	4,012	3,948	3,073	34,650	13,128	2,009	226	...	...	1,437	50,449	12 9 9	8 10 9
		Girls	4	1	134	136	133	88	946	...	893	...	...	...	94	2,025	15 0 0	7 0 1
	Total Day and Night Schools		91	534	3,613	4,147	4,081	3,161	35,596	13,128	2,902	226	...	...	1,531	52,474	12 13 0	8 9 1
	Day Schools.																	
	Government	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board	Boys	202	2,397	7,462	9,859	9,208	7,063	81,181	38,467	...	602	...	...	90	1,20,377	13 4 6	8 8 0
		Girls	2	15	285	300	279	204	1,425	1,445	...	...	...	...	...	2,870	9 10 7	4 13 4
	Municipal	Boys	7	249	971	1,220	1,107	807	9,944	265	9,957	1,155	...	...	108	21,979	17 3 1	6 2 6
Baluchistan.		Girls	1	2	81	84	77	52	900	...	900	19	...	...	...	819	6 15 0	2 2 2
	Aided	Boys	21	80	2,335	2,415	2,253	2,005	4,313	900	...	72	...	...	...	5,122	10 9 7	4 4 3
		Girls	12	19	464	497	443	391	880	...	500	...	...	...	511	1,891	3 15 10	1 12 4
	Unaided	Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools	Boys	309	2,725	10,799	13,524	12,577	9,875	96,438	39,632	9,957	1,829	...	...	5,320	1,50,478	11 6 7	7 7 7
		Girls	20	21	830	851	799	627	3,205	1,445	700	19	...	...	511	6,878	6 1 7	2 15 9
	Total Day Schools		329	2,746	11,629	14,375	13,376	10,502	99,643	41,077	10,233	1,848	...	...	5,831	1,57,356	11 1 5	6 14 6

SUBSIDIARY FORM Nos. 4 AND 5—*continued*.

District or State	Name or Class of Institutions	Number of Institutions	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Institution each Pupil.	
			Upper Prim.	Lower Prim.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Proceeds of Endowments.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	SIND—*continued*.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	2	7	33	40	36	32	8	...	90	...	...	...	...	179	4 4 8	2 0 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	3	6	87	93	87	82	125	...	30	...	...	...	232	387	5 9 5	1 4 6
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Larkana-podhana.	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	5	13	120	133	123	114	133	...	120	...	...	...	232	485	4 14 10	1 8 1
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	5	13	120	133	123	114	133	...	120	...	...	...	232	485	4 14 10	1 8 1
	Total, Day and Night Schools. Boys	205	2,519	10,989	13,508	12,009	10,692	35,603	20,992	9,287	1,830	...	...	511	4,603	1,52,608 11 5	6 7 1 0
	Girls	26	21	660	681	708	627	2,02	1,419	708	10	...	...	...	511	5,379 6 1 7	2 15 0
	Total Day and Night Schools.	231	2,540	11,649	14,189	12,709	11,319	38,230	41,411	10,995	1,840	...	...	511	5,114	1,58,088 11 6 4	6 14 4
	Day Schools.																
	Government ... Boys	2	63	184	230	243	204	4,906	...	...	230	...	...	...	5,131	3 6 4	1 0 0
	Girls	2	7	120	127	104	92	2,572	...	...	...	...	...	...	2,572	5 10 8	2 10 ...
	Local Board ... Boys	823	9,228	20,240	29,468	27,993	23,196	6,67,8 8	1,50,040	...	4,629	...	...	149	4,02,314 12	7 0 0	1 0 0
	Girls	29	66	903	1,002	1,046	796	7,100	7,151	...	...	...	...	...	14,251 12	2 0 0	0 2
	Municipal ... Boys	68	1,703	7,005	9,436	9,193	6,787	61,049	1,042	76,740	9,137	...	...	500	1,52,762 16	2 0 0	0 14 4
	Girls	95	129	3,433	3,564	3,454	2,154	23,207	691	28,436	217	...	223	200	53,030 14 14	1 0 8	0 5
	Aided ... Boys	529	2,318	18,925	21,243	20,987	16,907	85,864	2,453	14,509	29,287	...	...	90,779	1,62,897	9 8 5	2 2 3
	Girls	116	753	5,735	6,488	6,191	4,811	20,903	227	7,419	700	...	5,879	32,904	71,700	11 1 1	4 1 6
	Unaided ... Boys	4	64	308	372	288	270	...	...	...	1,700	...	...	4,781	6,481	22 8 2	...
	Girls	1	13	77	90	73	49	...	...	...	...	...	...	612	612	8 12 10	...
	Total Day Schools. Boys	1,426	13,477	47,323	70,770	68,307	53,360	4,73,546	1,54,543	91,249	40,519	...	...	97,559	6,57,715 11	10 6 11	1
	Girls	177	1,001	10,305	11,306	10,867	7,384	50,782	8,312	36,563	1,010	...	5,892	33,700	1,42,059 11	3 2 5	0 3 6
	Total Day Schools ...	1,603	14,478	57,628	82,136	79,203	60,744	5,24,328	1,62,855	1,27,812	41,529	...	5,892	1,31,259	8,79,805 11	14 8	7 10
Abstract, Sind Division.	*Night Schools.*																
	Government ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local Board ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ... Boys	6	37	175	212	204	140	574	2	613	6	...	...	1,196	2 10 9	2 11 4	
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	11	40	324	364	303	203	507	...	210	...	...	...	719	1,434	4 1 8	1 6 10
	Girls	1	10	9	19	19	16	80	...	...	...	...	...	40	120	6 5 1	4 3 4
	Unaided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	19	77	499	576	507	343	1,127	2	823	6	...	...	1,915	3,630	3 10 5	1 15 6
	Girls	1	10	9	19	19	16	80	...	...	...	...	...	40	120	6 5 1	4 3 4
	Total, Day and Night Schools. Boys	1,445	13,514	57,822	71,346	68,934	53,703	4,74,673	1,54,545	92,072	40,525	...	...	99,477	6,61,345	11 10	6 16 6
	Girls	178	1,011	10,314	11,325	10,886	7,400	50,862	8,312	36,563	1,010	...	5,892	33,740	1,42,179	3 2 5	0 3 6
	Total Day and Night Schools.	1,623	14,525	68,136	82,721	79,820	61,103	5,25,535	1,62,857	1,27,907	41,535	...	5,892	1,33,456	8,83,524	11 1	7 6 2

SUBSIDIARY FORM Nos. 4 AND 5—*concluded.*

District or State.	Name or Class of Institutions.	Numbered Institutions.	Number of Pupils on the Roll on 31st March 1917. Upper Stage.	Lower Stage.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Aden.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Aden ...	Government ... Boys ...	3	16	281	297	256	236	8,520	...	...	...	...	...	...	8,520	36 2 0	36 2 0
	Government ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys ...	14	52	730	782	606	594	2,910	...	...	988	...	5	6,364	10,267	15 6 7	4 5 11
	Aided ... Girls ...	4	...	162	162	137	132	548	...	...	...	...	...	1,217	1,765	12 14 2	4 6 0
	Unaided ... Boys ...	7	17	537	554	537	525	...	...	...	2,041	...	2,095	868	5,004	9 5 0	...
	Unaided ... Girls ...	2	...	53	56	53	43	...	...	...	...	...	...	431	431	14 1 1	...
	Total, Day Schools. Boys ...	24	85	1,548	1,633	1,459	1,355	11,436	...	...	3,029	...	2,100	7,232	23,817	16 5 2	7 11 5
	Total, Day Schools. Girls ...	6	...	218	218	190	174	548	...	...	...	...	...	1,648	2,196	11 8 11	2 14 2
	Total, Day Schools ...	30	85	1,765	1,851	1,649	1,529	11,984	...	...	3,029	...	2,100	8,900	26,013	15 12 2	7 4 2
	Night Schools.																
	Aided ... Boys ...	1	...	18	18	13	8	104	...	...	...	...	...	349	455	50 5 4	11 8 11
	Aided ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... Boys ...	1	...	10	10	6	5	...	...	...	...	...	...	332	332	66 6 8	...
	Unaided ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools. Boys ...	2	...	28	28	19	13	104	...	...	...	...	...	681	785	41 5 1	5 7 7
	Total, Night Schools. Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Night Schools ...	2	...	28	28	19	13	104	...	...	...	...	...	681	785	41 5 1	5 7 7
	Total, Day and Night Schools. Boys ...	26	85	1,576	1,661	1,478	1,368	11,540	...	...	3,029	...	2,100	7,933	24,602	16 10 4	7 12 11
	Total, Day and Night Schools. Girls ...	6	...	218	218	190	174	548	...	...	...	...	...	1,648	2,196	11 8 11	2 14 2
	Total, Day and Night Schools.	32	85	1,794	1,879	1,668	1,542	12,088	...	...	3,029	...	2,100	9,581	26,798	16 1 1	7 3 11
	Grand Total for the Presidency.	10,755	108,655	543,963	652,618	658,662	680,938	33,57,182	6,48,613	11,52,240	4,73,144	...	1,33,943	5,82,467	63,47,589	9 10 2	5 1 7

SUBSIDIARY FORM No. 6.

Statistical Return of Schools for Special or Technical Training for the official year 1/1/[illegible]17.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1917.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Contributions of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	TRAINING SCHOOLS FOR MASTERS.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Government.														
Poona ...	Training College for Men, Poona.	1	293	278	265	20,490	11,886	2,936	...	...	...	640	46,430	163 6 8	109 11 4
West Khandesh.	Training School, Dhulia ...	1	156	166	164	23,770	4,705	...	...	...	...	...	28,563	172 1 1	143 9 1
Ahmedabad ...	Premchand Raichand Training College for Men, Ahmedabad ...	1	307	288	277	28,498	11,422	2,103	33	...	195	1,133	53,384	185 5 9	133 10 9
Dharwar ...	Training College for Men, Dharwar	1	269	289	278	40,869	10,763	...	69	...	...	676	52,177	180 9 4	141 6 7
Do. ...	Central Normal Class	1	15	15	12	1944	...	...	...	...	...	...	1944	29 8 7	29 8 7
Belgaum ...	Do.	1	19	13	13	1400	...	...	...	...	...	...	400	30 12 3	30 12 3
Bijapur ...	Do.	1	20	12	9	1414	...	...	...	...	...	...	414	34 8 0	34 6 0
Khairs ...	Do.		Closed.												
Ratnagiri ...	Do.	1	22	20	19	1414	...	...	...	...	...	...	414	20 11 2	20 11 2
Kolaba ...	Do.	1	20	20	20	1414	...	...	...	...	...	...	414	20 11 2	20 11 2
Hyderabad ...	Training College for Men, Hyderabad	1	140	144	139	32,662	7,742	...	...	...	...	...	40,404	289 9 4	226 14 1
	Total ...	10	1,276	1,245	1,126	1,46,324	46,518	4,469	102	...	195	2,249	2,71,064	178 9 5	136 0 9
	Local Board.														
	District Normal Classes, Central Division	7	39	46	45	11,970	...	...	...	...	...	...	11,970	260 3 6	260 3 6
Ahmedabad ...	Normal Class for Masters, Sankhed	1	6	6	5										
Kaira ...	Normal Class for Masters, Odd ...	1	7	7	6										
Panch Mahals ...	Normal Class for Masters, Kalol	1	7	7	6										
Broach ...	Normal Class for Masters, Amod	1	7	7	7	Incorporated into the Local Fund expenditure.									
Surat ...	Normal Class for Masters, Kamrej	1	7	7	7										
Thana ...	Normal Class for Masters, Dahanu	1	7	7	6										
	Total ...	12	80	87	82	11,970	...	...	...	...	...	...	11,970	137 9 5	137 9 5
	Aided.														
Ahmednagar ...	Union Training School for Masters, Nagar	1	48	54	50	3,500	...	...	...	...	...	4,111	7,611	140 15 1	64 13 0
Ahmedabad ...	I. F. Mission Training College for Men, Ahmedabad	1	25	25	24	...	...	...	...	...	...	799	799	31 15 4	.....
	Total ...	2	73	79	74	3,500	...	...	...	...	...	4,910	8,410	106 7 3	56 4 11
	Total, Training Schools for Masters	25	1,431	1,409	1,282	1,87,794	46,518	4,469	102	...	195	7,159	2,87,304	172 0 2	131 7 1
	TRAINING SCHOOLS FOR MISTRESSES.														
	Government.														
Poona ...	Training College for Women, Poona	1	102	100	90	24,236	3,861	1,701	...	...	1,707	...	31,505	315 0 1	243 1 0
Ahmedabad ...	Mahalaxmi Training College for Women, Ahmedabad	1	128	138	117	26,676	3,985	1,585	...	...	41	729	33,016	235 15 4	192 9 6
Dharwar ...	Training College for Women, Dharwar	1	70	77	71	19,577	...	...	...	...	...	...	19,577	254 3 11	254 3 11
	Total ...	4	347	302	278	80,487	8,829	3,190	...	...	1,748	729	83,503	269 9 9	227 10 10
	Municipal.														
Karachi ...	Normal Class, Karachi	1	23	22	19	1,200	...	1,217	...	...	...	...	2,417	92 15 3	46 2 0
	Aided.														
	European and Anglo-Indian.														
Bombay ...	Normal Class attached to the Queen Mary High School, Girgaum	1	7	7	7	1,135	...	...	965	...	...	2,709	4,809	684 2 3	160 4 7
	Normal Class attached to the Convent, Clare Road, Byculla.	1	28	25	22	2,000	...	...	2,022	...	...	3,176	8,201	328 0 8	80 0 0
Poona ...	St. Mary's Normal Class, Poona.	1	9	11	9	2,800	...	...	104	...	...	...	2,274	207 10 2	104 2 11
	Total ...	3	39	43	38	6,001	...	...	4,338	...	...	5,885	16,284	379 13 9	141 10 7
	Anglo-Vernacular.														
	St. Hilda's Normal Class, Parsi Hostels, Poona	1	16	15	13	949	...	...	120	...	...	1,577	2,646	170 6 5	68 4 3
Do. ...	Normal Classes of the Sevs Sadan, Poona	1	33	48	40	1,025	...	...	...	...	...	3,324	4,600	96 13 8	21 6 0
	U. F. C. M. Training College for Women	1	6	12	11	1,460	...	...	...	...	...	2,687	3,997	308 4 4	97 8 0
Nagar ...	St. Monica's Normal Class for Girls, Nagar	1	16	16	15	900	...	...	...	...	...	2,717	4,417	263 9 6	51 0 0
Nasik ...	E. D. & M. M. Normal Class, Manmad	...	...	Closed	...	134	...	...	...	...	...	...	134	.....	.....
Ahmedabad ...	I. F. Mission Training College for Christian Girls, Ahmedabad.	1	20	28	27	1,004	...	...	...	...	...	2,820	4,414	221 3 5	0 8 0
Panch Mahals ...	M. E. Mission Training College for Christian Women, Godhra...	1	44	41	38	1,350	...	...	...	...	...	4,629	5,979	145 13 9	33 14 0

* This includes Rs. 2,055 on account of Instructors.
† This includes Rs. 2,004 on account of stipends from N. D. & S. D. (1,614+2,390).
‡ Rs. 2,050 on account of the Normal Classes are shown "on cr." "Local Board management" in General Table IV.
§ Includes Rs 720 on account of stipends from S. D. & S. D. (120+600).

SUBSIDIARY FORM No. 6—*continued.*

District or Taluk.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the rolls on 30th September.	Average Monthly Number.	Average daily Attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Buildings and Fees. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	TRAINING SCHOOLS FOR MISTRESSES—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Anglo-Vernacular—continued.														
Karachi ..	Teachers' Training Class, Karachi	1	14	20	19	850	...	...	...	..	...	1,564	2,414	372 8 10	60 11 5
	Total ..	10	223	223	201	13,944	...	...	4,478	...	...	26,413	44,835	139 11 4	61 2 11
	Unaided.														
Bombay ..	Vanita Vishram Normal Class ..	1	84	83	73	...	...	...	...	...	...	9,000	9,000	373 11 8	.....
Do. ..	Seva Sadna Normal Classes ..	1	68	64	67	...	...	...	441	...	...	1,160	1,610	21 2 6	.....
	Total ..	2	152	97	90	...	...	...	441	...	...	10,160	10,610	149 6 1	.....
	Total, Training Schools for Mistresses	17	719	694	625	65,091	8,859	4,807	4,919	...	1,805	37,311	1,23,065	230 6 11	237 14 2
	SCHOOL OF ART.														
	For Males.														
	Government.														
Bombay ..	Sir J. J. School of Art ..	1	327	320	257	60,326	...	...	7,178	...	5,761	375	74,148	231 11 0	230 1 8
	MEDICAL SCHOOLS.														
	Government.														
Poona ..	B. J. Medical School, Poona ..	1	168	163	161	21,155	...	...	2,005	...	...	...	23,160	154 7 2	139 14 6
Ahmedabad ..	Do. Ahmedabad ..	1	214	214	203	25,961	549	...	2,957	...	682	2,546	30,732	103 3 7	127 4 11
Hyderabad ..	Medical School, Hyderabad ..	1	137	135	130	9,946	...	...	2,962	...	14	5,311	18,233	118 0 4	70 11 6
	Total ..	3	519	512	495	57,062	549	...	10,024	...	696	5,857	74,826	340 0 6	114 14 6
	For Females.														
	Unaided (Recognised).														
Hyderabad ..	Midwifery School, Hyderabad ..	1	3	3	3	...	...	...	...	...	...	254	254	84 10 8	.....
	ENGINEERING CLASSES.														
	For Males.														
	Aided.														
Karachi ..	Engineering Class attached to the D. J. Sind College, Karachi ..	1	31	30	20	2,000	1,709	189	2,733	...	...	...	7,631	242 0 6	92 8 2
	TECHNICAL AND INDUSTRIAL SCHOOLS.														
	For Males.														
	Government.														
Bombay ..	Sassy Art Workshops, Bombay ..	(1)	(170)	(172)	(154)	18,498	...	...	...	...	...	350	19,048	110 11 11	368 11 4
Poona ..	College of Engineering Workshops, Poona	1	102	97	76	7,402	...	...	4,370	...	...	119	12,321	127 0 4	78 10 11
Ahmedabad ..	E. C. Technical Institute, Ahmedabad	1	82	69	50	5,000	300	2,345	1,388	...	4,766	2,694	15,963	212 10 5	72 7 5
	Total ..	2	184	166	126	12,390	300	2,345	5,758	...	4,766	2,813	28,752	138 4 6	92 10 2
		(3)	(159)	(172)	(155)										
	Local Board.														
Satara ..	Local Board Technical School, Satara	1	138	121	85	1,463	2,197	456	...	...	...	737	4,817	56 5 2	13 4 5
West Khándesh ..	Local Board Technical School, Dhulia	1	69	59	43	1,323	2,462	...	...	...	...	3,754	7,539	63 1 1	29 3 9
	School of Industry	1	173	168	99	7,278	2,331	...	...	...	...	10,622	20,231	63 3 7	40 4 10
	Weaving Class attached to do.	(1)	(8)	(7)	(4)	...	...	...	...	...	...	...	.....	.....	.....
Ratnagiri ..	Carpentry and Smithy Classes attached to do.	(1)	(67)	(93)	(56)	...	...	...	...	...	...	...	.....	.....	.....
	Technical School at Dápoli Vakgrit	2	57	57	37	Expenditure included in Local Board Schools for boys.						...	.....	.....	.....
	Do.														
	Total ..	5	439	405	264	13,070	9,990	456	...	...	...	7,727	20,243	49 3 11	19 11 6
		(2)	(75)	(100)	(93)										
	Municipal.														
Poona ..	Victoria Jubilee Municipal Technical School	1	31	31	23	1,213	...	1,541	6	...	...	175	2,935	91 1 6	57 14 6
Sholápur ..	Robertson School of Industry, Pandharpur	1	30	31	21	690	...	1,350	...	...	...	...	2,040	68 13 5	33 9 9
Surat ..	Bardoli S. Parekh School of Art, Surat	1	51	51	44	4,000	1,000	3,000	...	...	1,291	1,140	9,431	122 1 10	94 6 3
Dhárwár ..	Mission Training Class, Lamington High School, Hubli ..	(1)	(199)	(200)	(173)	...	...	196	...	...	...	...	196	1 13 10	1 13 10
	Do. Vernacular School Nos. I and II, Hubli ..	(2)	(56)	(73)	(66)	...	...	...	...	...	...	...	.....	.....	.....
Upper Sind Frontier.	Technical School, Jacobabad ..	1	15	37	30	1,337	500	903	...	...	...	402	2,904	84 11 0	32 7 9
	Total ..	4	132	162	118	7,240	1,500	6,990	6	...	1,291	1,720	17,866	33 3 6	14 5 7
		(3)	(255)	(273)	(239)										

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.	Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	INDUSTRIAL SCHOOLS—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Aided.														
	David Sassoon Industrial and Reformatory Institution	1	187	161	179	37,345	...	725	720	...	1,500	6,189	46,480	250 9 8	200 6 4
	Victoria Jubilee Technical Institute, Byculla	1	330	287	302	1,07,000	...	20,000	18,000	...	5,000	9,200	1,60,200	530 7 5	372 11 2
Bombay	A. M. Laundry Class, Byculla ...	(1)	(40)	(30)	(42)	90	...	...	923	...	...	67	2,080	44 9 7	18 9 7
	D. G. M. Industrial School, Parel	(1)	(90)	(45)	(37)	1,914	...	...	20	...	...	1,000	2,934	79 7 6	39 9 11
	A. M. Industrial School, for the Blind	(1)	(42)	(44)	(37)	(25)	2,079	...	...	...	...	125	4,581	86 10 7	21 3 3
	D. N. Poor Boys' Seminary ...	(1)	(49)	(54)	(44)	596	...	...	25	...	...	4·0	964	16 5 0	7 0 4
	Sir D. M. Petit Industrial School, Sirur	(1)	(64)	(78)	(53)	1,908	...	...	...	...	...	2,137	4,445	56 14 9	16 11 3
Poona	M. V. E. Society's Industrial School, Baramati ...	1	63	58	53	...	...	100	...	...	...	400	500	21 0 0	...
	D. C. M. Tailoring Class, Poona ...	(1)	(40)	(40)	(29)	240	...	160	...	...	...	200	600	17 1 0	7 7 1
	Do. Carpentry do.	(1)	(23)	(16)	(13)	220	...	140	...	...	...	200	560	18 5 0	5 11 5
Sholapur	A. M. Industrial School, Sholapur	(1)	(44)	(44)	(40)	1,480	...	...	...	...	...	1,000	2,480	55 8 0	33 13 0
	S. P. G. Mission Industrial School, Ahmednagar	(1)	(31)	(27)	(26)	1,923	...	...	...	...	...	500	2,423	93 3 1	74 3 0
	Sir Dorabjee Muncherjee Petit Industrial School	(1)	(51)	(30)	(37)	5,500	...	...	...	...	...	2,207	7,707	208 10 1	148 9 0
Ahmednagar	Wesleyan Dr. H. of Sir D. M. Petit Industrial School, Ahmednagar	(1)	(32)	(33)	(34)	4,000	...	...	...	...	...	10,787	16,177	292 3 0	97 0 0
	Salvation Army Industrial School, Nagar	(1)	(52)	(50)	(40)	650	...	...	...	...	...	8,245	12,845	321 2 6	127 4 4
	A. M. Weaving Tracing Class ...	(1)	(18)	(16)	(9)	...	...	...	...	...	...	1,117	2,047	60 15 0	14 9 7
Nasik	C. M. S. Industrial Workshop, Bhamgaon	(1)	(17)	(16)	(9)	650	...	...	...	...	...	652	1,302	81 14 0	81 4 0
Kaira	M. E. Mission Industrial School, Nadiad	1	61	72	62	485	...	...	...	...	...	950	1,435	19 14 10	6 11 0
	L. P. Mission Industrial School, Borsad	1	54	57	50	695	...	...	...	...	...	1,078	2,331	44 7 0	14 13 5
Surat	Mahajan Home, Industrial School, Surat	1	70	67	67	425	...	...	...	...	...	2,097	2,522	53 6 8	6 6 0
Sukkur	V. J. Technical Institute School, Sukkur	1	51	51	38	1,730	2,453	530	...	...	...	4,720	9,433	185 6 9	93 14 0
	Total ...	7 (14)	930 (613)	740 (650)	580 (481)	1,67,659	5,705	21,655	20,488	...	7,000	47,237	2,74,963	299 9 6	121 12 1
	Unaided.														
	English Teaching.														
Bombay	Technical Class attached to the Jewish Seamen Free High School, Byculla	(1)	(23)	(24)	(19)	...	...	...	...	...	...	...	...	...	...
	J. N. Petit Physical Orphanage ...	1	29	25	29	...	...	...	38	...	3,061	...	3,077	123 1 5	...
Poona	Masonic Art Society's Industrial School	1	3	10	4	...	...	...	300	...	...	1,000	1,300	50 3 4	...
Satara	Martial Training Classes attached to the Dhotal High School, Wai	(1)	(103)	(103)	(99)	...	...	...	...	...	24	60	84	0 12 0	...
	Total ...	2 (2)	29 (126)	35 (126)	33 (126)	...	...	...	338	...	3,085	1,060	4,461	32 1 7	...
	Total, Industrial Schools for Males	39 (52)	1,052 (1,319)	1,009 (1,076)	1,013 (1,110)	2,16,949	14,161	30,837	26,734	...	19,442	58,877	1,91,790	189 5 8	74 15 2
	INDUSTRIAL SCHOOLS FOR FEMALES.														
	Aided.														
Bombay	A. M. Girls' Sewing Class ...	(1)	(62)	(62)	(50)	960	...	...	...	...	...	2,781	3,741	83 1 0	19 14 0
Poona	Wyer Home Classes of the Seva Sadan	1	59	52	30	48	...	...	...	...	...	2,252	2,300	58 7 10	16 0 0
Satara	Wai Arch Army Girls' Industrial School	(1)	3	3	2	450	...	50	...	...	...	1,207	1,713	60 6 4	13 6 7
		(1)	(71)	(31)	(20)	500	...	...	...	...	...	4,454	4,954	49 5 0	9 1 0
Nasik	A. D. M. Girls' Lace School ...	(1)	(59)	(55)	(52)	300	...	...	...	...	...	1,051	1,351	14 0 0	4 10 4
	A. M. Girls' Lace School ...	(1)	(81)	(48)	(31)	200	...	...	...	...	...	...	200	...	...
Khandesh	Z. B. and M. M. Embroidery Class, Mamdeo	(1)	(75)	(30)	(30)	600	...	...	...	...	...	4,518	5,118	170 14 11	33 9 0
Ahmednagar	C. M. S. Lady Widows' Industrial Class, Kartoba	1	39	24	19	1,140	...	...	...	...	...	2,215	3,755	150 3 2	42 8 7
Hyderabad	Lalkuan Schools attached to Lal-kuan Girls' School	1	4	3	3	300	...	...	...	...	...	273	573	191 4 0	75 0 0
Sukkur	S. E. Z. Lady Widows' Industrial Class, Sukkur	1	27	18	23	1,145	...	...	...	...	...	2,175	3,320	163 15 5	42 6 0
	Total ...	8 (16)	113 (338)	119 (301)	77 (243)	6,357	...	...	...	...	3,173	20,976	29,813	76 14 5	19 6 7
	Unaided.														
Kaira	Lohana Industrial School for Girls, Kaira	1	57	39	18	...	...	...	...	...	...	2,424	2,424	73 5 2	...
Hyderabad	Nari Seals, Hyderabad	1	32	35	22	...	...	...	...	...	...	3,448	3,448	96 4 0	...
	Total ...	2	89	74	40	...	...	...	...	...	...	5,872	5,872	81 11 11	...
	Total, Technical and Industrial Schools (for females) ...	6 (18)	190 (388)	179 (301)	117 (243)	6,357	...	...	...	...	3,173	26,878	35,685	79 11 11	19 2 9

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1922.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Income of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Education (last Five). Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	COMMERCIAL SCHOOLS.														
	Municipal.														
Sholapur	Municipal Commercial School, Sholapur	1	50	55	72	840	...	1,567	496	...	...	...	2,903	2 1 10	2 11 10
	Aided.														
	European and Anglo-Indian.														
Bombay	Young Men's Christian Association, Agripada ...	1	23	27	29	360	...	...	2,892	...	...	1,906	5,158	226 14 1	22 11 3
	E. J. College of Commerce, Bombay	1	93	99	19	1,7 5	...	...	107	...	3,478	432	6,342	811 1 4	80 4 3
Surat	Sir J. J. English School, Surat ...	(1)	9	11	11	—	...	...	...	...	...	...	...	...	...
	I. P. Mission High School, Surat	(1)	(37)	(31)	(18)	Expenditure assigned with that of the school.							...	...	...
	Total ...	2 (2)	51 (20)	53 (21)	52 (18)	2,235	...	...	3,395	...	3,478	2,338	11,500	1038 3 1	99 1 1
	Parsi.														
	Upwalla's Institute of Commerce and Accountancy	1	9	9	5	...	...	...	905	...	...	...	905	104 0 0	...
	Pioneer Commercial College, Grant Road	1	10	...	...	...	...	...	300	...	...	...	300	...	...
	The Institute of Commerce, Kalbadevi Road	1	15	13	10	...	...	...	776	...	...	...	776	57 15 0	...
	Shorthand and Typewriting Institute, Kalbadevi	1	405	199	90	...	...	...	...	...	...	...	...	...	...
	Commercial Classes of J. N. Petit Parsi Orphanage	1	1	2	1	...	...	...	...	...	3,245	...	3,245	29 9 10	...
			(53)	(44)	(43)										
	London Commercial Institute, Hornby Road	1	19	14	10	...	...	...	361	...	...	...	361	26 12 7	...
	Thanawala's Commercial Education Classes, Princess Street ...	1	5	3	3	...	...	...	(8)	...	...	128	128	37 3 7	...
	Lentin's Commercial Institute ...	1	36	31	25	...	...	...	19,655	...	...	33	19,688	1,07 10 0	...
Bombay	Dawar's College of Commerce ...	1	178	153	98	...	...	...	...	...	...	...	...	...	...
	Commercial Shorthand and Typewriting Institution ...	1	35	33	15	...	...	...	720	...	...	360	1,080	86 0 0	...
	Commercial Classes of Tutorial High School, Gamadia Park ...	1	76	61	30	...	...	...	3,681	...	...	...	3,681	311 12 10	...
	Commercial Corporation, Bombay	1	8	5	4	...	...	...	9	...	...	642	172	1 10 0	...
	Alexanders Commercial College, Bombay	1	74	...	...	...	...	...	1,060	...	...	...	1,060	...	...
	Nowrosji Commercial College ...	1	30	20	15	...	...	...	...	...	...	...	...	...	...
	Arya Type-writing Company, Girgaum	1	102	30	24	...	...	...	1,505	...	...	...	1,505	12 6 0	...
	Z. Austrian Association Commercial Classes, Princess Street, Bombay	1	31	25	20	...	...	...	2,114	...	927	128	1,069	23 1 11	...
	Girgaum Typewriting Company	1	158	92	...	...	...	...	1,265	...	...	675	3,940	40 12 9	...
	Bombay Shorthand and Typewriting Institute, Kazis Buildings ...	1	79	75	35	...	...	...	1,875	...	...	400	2,275	16 0 10	...
Poona	Chambers of Commerce Education Office Poona	1	191	...	...	...	...	...	...	...	...	...	1,875	...	...
	New Shorthand & Typewriting Institution	1	190	...	...	...	...	...	900	...	...	600	1,500	...	...
Sholapur	Arya Typewriting Company ...	1	10	16	7	...	...	...	240	...	...	1,200	1,440	10 7 0	...
	D. G. Kalsekar's Accountancy Tailoring Institution ...	1	3	3	3	...	...	...	40	...	...	21	61	27 5 4	...
	Vajnik Commercial Class, Ahmedabad	1	23	21	15	...	...	...	655	...	...	...	655	34 12 0	...
Ahmedabad	Thakore do.	1	55	23	16	...	...	...	240	...	...	...	240	11 2 7	...
	Rajnagar do.	1	30	8	6	...	...	...	107	...	...	124	231	10 4 0	...
	Vaidya do.	1	13	5	5	...	...	...	215	...	...	...	215	10 0 0	...
Surat	College of Commerce, Surat ...	1	17	19	15	...	...	...	720	...	...	...	720	57 10 0	...
Dhulia	Typewriting Institute, Dhulia ...	1	14	5	4	...	...	...	147	...	...	60	207	41 6 8	...
Karachi	Catholic Commercial Institute, Parsi, Bandra					Not supplied.									
Belgaum	Shorthand and Typewriting Institute	1	35	8	3	...	...	...	1,300	...	...	144	1,444	2 15 0	...
	Pitman's School of Business and Training, Prabhu Street, Sind Karachi	1	4	5	5	...	...	...	145	...	...	...	145	35 4 6	...
Karachi	Sind College of Commerce, Sands Road, Karachi ...	1	...	Not supplied.		...	...	...	54	...	...	250	404	...	...
	Sind Commercial Institute, Bunder Road, Karachi	1	27	20	19	...	...	...	1,000	...	...	...	1,000	51 13 2	...
	Coronation Commercial College, Kalcherl Road, Karachi ...	1	28	16	17	...	...	...	1,025	...	...	134	1,159	52 8 0	...
	Free Hindu Commercial Institute, Bandhora Lines, Karachi ...	1	25	30	26	...	...	...	...	...	...	366	366	14 11 6	...
	Total ...	39	1,793	900	538	...	...	...	61,705	...	8,276	5,353	69,334	52 5 2	...
				(64)	(45)										
	Total, Commercial Schools (for males)	37 (7)	1,675 (79)	1,434 (15)	982 (61)	3,079	...	1,567	65,651	...	8,950	7,691	87,772	37 13 1	2 12 7
	COMMERCIAL SCHOOLS (FOR FEMALES).														
	Aided.														
	European and Anglo-Indian.														
Bombay	Young Women's Christian Association	1	16	12	9	3,156	...	...	903	...	...	871	5,223	194 6 8	32 5 4
Nasik	Training Home for Nurses, Nasik ...	1	9	9	6	20	...	...	...	...	...	262	282	37 11 0	37 11 0
	Total, Commercial Schools (for females)	2	25	21	15	3,176	...	...	903	...	...	1,133	5,505	232 1 8	69 12 9

SUBSIDIARY FORM No. 8—*continued.*

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.	Average monthly number.	Average daily attendance.	Expenditure.							Annual Cost of Education each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Income of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	AGRICULTURAL SCHOOLS.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Government.														
Poona ...	Agricultural School, Loni ...	*...	...	...	...	...	373	...	...	...	...	...	373	...	...
	Aided.														
Ahmednagar ...	Agricultural Class of the Union Training School	(1)	(41)	...	...	...	...	...	...	...	...	1,515	1,515	...	...
	Total Agricultural Schools ...	(1)	41	...	...	...	373	...	...	...	...	1,515	1,888	...	...
	REFORMATORY SCHOOLS (FOR MALES.)														
	Government.														
Poona ...	Reformatory School, Yerawda ...	1	91	105	99	−2,467	...	...	...	...	...	7,468	1	0 0 2	−23 4 6
	OTHER SCHOOLS (FOR MALES).														
	A.—DRAWING CLASSES.														
	Government.														
Bombay ...	Elphinstone High School	(1)	(506)	(518)	(571)	...	...	...	...	...	...	...	...	...	...
	Do. Middle School	(1)	(507)	(536)	(569)	...	...	...	...	...	...	...	...	...	...
Poona ...	Poona High School	(1)	(170)	(170)	(183)	...	...	...	...	...	...	...	...	...	...
Satara ...	Camp Govt. English School ...	(1)	(133)	(153)	(209)	...	...	...	...	...	...	...	...	...	...
	Sitara High School	(1)	(216)	(209)	(227)	...	...	...	...	...	...	...	...	...	...
Sholapur ...	Northern High School	(1)	(312)	(329)	(357)	...	...	...	...	...	...	...	...	...	...
Násik ...	Násik High School	(1)	(274)	(274)	(300)	...	...	...	...	...	...	...	...	...	...
West Khándesh ...	Gujrat High School, Dhulia ...	(1)	(322)	(327)	(394)	...	...	...	...	...	...	...	...	...	...
East Khándesh ...	G. S. High School, Jalgaon ...	(1)	(296)	(330)	(373)	...	...	...	...	...	...	...	...	...	...
Poona ...	Training College for Men, Poona ...	(1)	(279)	(309)	(391)	...	...	...	...	...	...	...	...	...	...
West Khándesh ...	Training School, Dhulia	(1)	(150)	(146)	(164)	...	...	...	...	...	...	...	...	...	...
	R. D. High school, Ahmedabad ...	(1)	(352)	(339)	(397)	...	...	...	...	...	...	...	...	...	...
	Government Middle School, Ahmedabad	(1)	(190)	(211)	(250)	...	...	...	...	...	...	...	...	...	...
	P. M. Training College for Men, Ahmedabad	(1)	(247)	(231)	(214)	Amalgamated into a school expenditure.									
Ahmedabad ...	Mahakaval Training College for Women High School, Ahmedabad	(1)	(339)	(216)	(272)	...	...	...	...	...	...	...	...	...	...
	Mahakaval Training College for Women, Ahmedabad	(1)	(124)	(136)	(117)	...	...	...	...	...	...	...	...	...	...
	School of Drawing and Design, Ahmedabad	1	30	35	29	826	...	...	170	...	...	...	996	26 14 9	22 8 4
			(2)	(2)	(2)										
Kaira ...	Government High School, Nadiad	(1)	(115)	(135)	(156)	...	...	...	...	...	...	...	...	...	...
Panch Mahals ...	Telang High School, Godhra ...	(1)	(162)	(169)	(169)	...	...	...	...	...	...	...	...	...	...
Broach ...	R. S. Dalal High School, Broach	(1)	(215)	(229)	(243)	...	...	...	...	...	...	...	...	...	...
	Somaiyá J. J. High School, Surat	(1)	(113)	(126)	(135)	...	...	...	...	...	...	...	...	...	...
Surat ...	Government Middle School, Surat	(1)	(203)	(189)	(224)	...	...	...	...	...	...	...	...	...	...
Thána ...	R. J. High School, Thána ...	(1)	(229)	(198)	(209)	...	...	...	...	...	...	...	...	...	...
	High School, Dhárwár	(1)	(246)	(273)	(331)	...	...	...	...	...	...	...	...	...	...
Dhárwár ...	Training College for Men, Dhárwár	(1)	(200)	(202)	(276)	...	...	...	...	...	...	...	...	...	...
	Training College for Women, Dhárwár	(1)	(173)	(204)	(206)	...	...	...	...	...	...	...	...	...	...
Belgaum ...	High School, Belgaum	(1)	(274)	(277)	(301)	...	...	...	...	...	...	...	...	...	...
Bijápur ...	High School, Bijápur	(1)	(257)	(258)	(294)	...	...	...	...	...	...	...	...	...	...
Kánara ...	High School, Kárwár	(1)	(105)	(102)	(103)	...	...	...	...	...	...	...	...	...	...
Ratnágiri ...	Do. Ratnágiri	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dhárwár ...	Dhárwár Training College Workshop	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	City Modelling Class	(1)	(179)	(155)	(159)	20	...	...	...	...	...	20	40	0 3 3	0 1 1
	Nature Study Class	(1)	(101)	(100)	(127)	30	...	...	...	...	...	30	60	0 5 1	0 2 0
Sángli ...	N. J. High School, Kundgol ...	...	(267)	(210)	(198)	...	...	...	...	...	...	...	...	...	...
	High school, Hyderabad	...	(235)	(240)	(256)	...	...	...	...	...	...	...	...	...	...
Hyderabad ...	Training College for Men, Hyderabad	...	(122)	(121)	(118)	...	...	...	...	...	...	...	...	...	...
Sukkur ...	High School, Shikárpur	...	(214)	(220)	(197)	...	...	...	...	...	...	...	...	...	...
	Total ...	1 (59)	30 (8,503)	35 (8,464)	29 (7,472)	926	...	...	170	...	...	...	1,096	30 11 11	25 14 5
	Local Board.														
West Khándesh ...	Technical School, Dhulia ...	...	...	...	...	137	...	...	...	...	...	...	137	...	...
Ratnágiri ...	School of Industry, Ratnágiri ...	(1)	(131)	(119)	(71)	...	...	...	...	...	...	...	...	...	...
	A.-V. School, Thuriwadi ...	...	(149)	(122)	(148)	39	...	...	...	...	...	...	39	0 3 4	0 3 4
Nasikabáh ...	Nasikabáh Mudrasah	...	(134)	(122)	(114)	60	...	...	...	...	...	...	60	0 7 10	0 7 10
Thar-and-Parkar ...	A.-V. School, Mithi	...	(79)	(70)	(70)	...	...	...	...	...	...	...	...	...	...
	Pithiro Madrasah	...	(84)	(61)	(90)	...	...	...	...	...	...	...	...	...	...
	Total ...	(1)	(541)	(430)	(429)	236	...	...	...	...	...	...	236	0 6 13	0 6 4
	Municipal.														
Poona ...	Drawing Classes attached to V. J. Technical School ...	(1)	1 (7)	4 (12)	2 (4)	142	...	...	...	...	...	...	142	5 12 5	5 12 5
Sholapur ...	V. J. High School, Pandharpur ...	(1)	(153)	(154)	(116)	172	...	202	...	...	...	...	374	2 9 8	1 3 3
	Robertson School of Industry, Pandharpur	(1)	(30)	(31)	(26)	203	...	...	...	...	...	...	203	6 9 10	6 9 10
East Khándesh ...	Municipal A.-V. School, Bhusawal	(1)	...	...	...	198	...	...	...	...	...	...	198	...	...
Ahmednagar ...	Municipal A.-V. School, Sangamner	(1)	...	...	...	5	...	...	...	...	...	...	5	...	...

* Information not available.

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.	Average number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Education each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	OTHER SCHOOLS—*continued.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	A.—DRAWING CLASSES—*continued.*														
	Municipal—continued.														
Bombay ...	Drawing classes attached to Municipal Schools in Bombay (Dongri and Khetwadi)	(7)	...	...	...	120	...	...	...	...	...	...	120	.....	.....
Ahmedabad ...	Municipal Anglo-Vernacular School, Pinjrapole	(1)	(150)	(134)	(100)	13	...	...	...	...	...	...	13	0 1 10	0 1 10
	Municipal Anglo-Vernacular School, Viramgam	(1)	(372)	(183)	(170)	42	...	...	...	...	...	...	42	0 3 8	0 0 8
Kaira ...	Edward Memorial High School, Kaira	(1)	(176)	(163)	(151)	...	...	...	...	...	...	...	...	.....	.....
Broach ...	Municipal Anglo-Vernacular School, Ankleshwar	(1)	(176)	(116)	(170)	126	...	...	...	...	...	...	126	0 10 3	0 10 3
Thana ...	Municipal Anglo-Vernacular School, Bassein	(1)	(72)	(67)	(74)	3	...	...	...	...	...	...	3	0 0 7	0 0 7
N. Kanara ...	Lamington High School, Hyali ...	(1)	(200)	(180)	(204)	236	...	...	...	...	...	...	236	0 14 10	0 14 10
Belgaum ...	Gubg., A.-V. School, ...	(1)	(256)	(202)	(255)	141	...	...	...	...	...	...	141	0 7 6	0 7 6
	Athani, do.	(1)	(139)	(113)	(104)	27	...	67	...	...	...	...	94	0 14 6	0 14 6
Bijapur ...	Ingalgi, do.	(1)	(248)	(244)	(225)	262	...	...	...	...	...	...	262	1 1 1	1 1 1
Karachi ...	Municipal Drawing Class, Karachi	...	(26)	(18)	(18)	...	...	...	...	...	...	...	...	.....	.....
	A.-V. School, Patta	...	(154)	(140)	(123)	...	...	...	...	...	...	...	...	.....	.....
	Do. Kotri	...	(67)	(60)	(58)	...	...	...	...	...	...	...	...	.....	.....
Sukkur ...	High School, Sukkur	...	(319)	(299)	(289)	373	...	...	...	...	...	...	373	1 3 1	1 3 1
	A.-V. School, Sukkur	...	(112)	(108)	(107)	...	...	...	...	...	...	...	...	.....	.....
	Do. Rohri	...	(154)	(152)	(150)	90	...	...	...	...	...	...	90	0 9 1	0 9 1
Larkana ...	Special Drawing Class, Rohri ...	...	(9)	(8)	(7)	...	...	...	...	...	...	...	...	.....	.....
	A.-V. School, Larkana	...	(74)	(65)	(57)	...	...	...	...	...	...	...	...	.....	.....
	Do. Kambar	...	(93)	(91)	(84)	...	...	...	...	...	...	...	...	.....	.....
	Do. Sehwan	...	(94)	(86)	(86)	...	...	...	...	...	...	...	...	.....	.....
	Do. Jacobabad	...	(72)	(72)	(70)	...	...	...	...	...	...	...	...	.....	.....
Upper Sind Frontier.	Technical School, Jacobabad ...	...	(61)	(57)	(47)	...	...	...	...	...	...	...	...	.....	.....
	A.-V. School, Jacobabad	...	(62)	(61)	(79)	...	...	...	...	...	...	...	...	.....	.....
	Total ...	(58)	7 (2,622)	4 (2,260)	5 (2,202)	1,375	...	245	...	...	...	...	1,620	0 11 8	0 10 7
	Aided.														
	European and Anglo-Indian.														
Bombay ...	Cathedral Boys' High School ...	(1)	(118)	(116)	(110)	239	...	...	...	...	...	...	239	2 3 1	0 3 1
	St. Mary's High School, Mazgaon	(1)	(87)	(82)	(84)	119	...	...	...	...	...	...	119	0 9 0	0 9 0
	Education Society's Boys' High School, Byculla	(1)	(233)	(214)	(193)	63	...	...	332	...	...	215	1,101	5 5 4	3 3 7
	Jean Connon High School ...	(1)	(190)	(170)	(158)	260	...	...	...	...	...	...	260	1 6 4	1 1 6
Poona ...	Bishop's High School, Poona ...	(1)	(102)	(62)	(51)	62	...	...	...	...	...	...	62	0 15 6	0 15 6
Nasik ...	Boys' High School, Pimpheri ...	(1)	(149)	(99)	(95)	279	...	...	...	...	...	...	279	3 13 6	2 19 6
East Khandesh ...	G. I. P. Railway School, Bhusaval	(1)	(66)	(60)	(63)	106	...	...	...	...	...	210	316	5 11 1	1 1 4
Mt. Abu ...	Abu High School, Mt. Abu ...	(1)	(50)	(45)	(40)	105	...	...	...	...	...	...	105	2 10 9	0 10 9
Aden ...	Grammar School, Aden	(1)	(160)	(154)	(119)	116	...	...	...	...	...	...	116	0 11 3	0 11 3
	Total, (European and Anglo-Indian)	(9)	(1,761)	(1,357)	(1,152)	1,843	...	...	332	...	...	425	2,130	2 1 6	1 1 4
	English-Teaching.														
Bombay ...	St. Xavier's High School, Bombay	(1)	(979)	(951)	(953)	757	...	...	...	...	...	...	757	0 12 2	0 12 2
	Antonio da Silva High School ...	(1)	(418)	(400)	(345)	455	...	...	...	...	...	...	455	1 6 2	1 6 2
	St. Mary's Middle School, Mazgaon	(1)	(355)	(314)	(317)	67	...	...	...	...	...	...	67	0 3 11	0 3 11
Poona ...	Orsella's School, Poona	(1)	(126)	(125)	(96)	6	...	...	...	...	...	...	6	0 0 9	0 0 9
Nasik ...	St. Stanislaus Institution, Bandra	(1)	(241)	(222)	(216)	458	...	...	...	...	...	...	458	1 9 4	1 5 1
Surat ...	St. Patrick's High School ...	(1)	(733)	(660)	(616)	264	...	...	...	...	...	...	264	0 13 4	0 13 4
	Total, (English-Teaching) ...	(8)	(3,869)	(3,373)	(3,176)	1,196	...	...	...	...	...	...	1,196	0 13 6	0 13 6
	Anglo-Vernacular.														
	Robert Money Institution ...	(1)	...	...	...	830	...	...	...	...	...	...	830	.....	.....
	Sydenham High School	(1)	(94)	(87)	(90)	94	...	...	...	...	...	...	94	1 0 0	1 0 0
	Wilson High School	(1)	(453)	(358)	(435)	264	...	...	...	...	...	321	585	3 10 6	2 10 6
	Sir J. J. Feral Benevolent Institution	(1)	(145)	(102)	(122)	207	...	...	...	...	...	...	207	1 11 9	1 4 8
	General Education Institute, Dadar	(1)	(424)	(370)	(350)	441	...	...	...	...	...	...	441	0 6 4	0 6 3
	Anjuman-i-Islam High School	(1)	(114)	(128)	(80)	177	...	...	...	...	...	...	177	0 12 2	0 12 2
	Mandvi High School	(1)	(674)	(574)	(615)	154	...	...	...	...	...	...	154	0 2 7	0 2 1
	Tutorial High School	(1)	(14)	(14)	(13)	429	...	...	...	...	170	...	599	1 5 3	1 4 3
Bombay ...	St. Andrew's High School ...	(1)	...	...	...	198	...	...	...	...	...	...	198	0 11 7	0 9 2
	B. N. Pear Boys' Seminary ...	(1)	(186)	(198)	(152)	77	...	...	...	...	...	...	77	.....	.....
	Chikitsak Samaha	(1)	...	...	...	110	...	...	...	...	...	307	307	1 15 0	0 6 3
	B. C. N. Drawing Class, Parel	(1)	(66)	(75)	(67)	156	...	...	...	...	...	...	156	.....	.....
	A.M. High School, Byculla ...	(1)	...	...	...	134	...	...	...	...	...	...	134	1 12 10	1 12 10
	Mandvi Private A.-V. School ...	(1)	...	...	...	9	...	...	...	...	...	...	9	.....	.....
	S. P. E. M. Free Day School ...	(1)	...	...	...	6	...	...	...	...	...	...	6	.....	.....
	St. John's High School	(1)	...	...	...	99	...	...	...	...	...	...	99	.....	.....
	B. J. Feral Charitable Institution, David Sassoon Industrial Reformatory Institution	(1)	(333)	(305)	(341)	234	...	...	...	...	...	...	234	0 13 11	0 13 11
		(1)	...	...	...	60	...	...	...	...	...	...	60	.....	.....
	New English School	(1)	...	...	...	200	...	...	...	...	...	...	200	.....	.....
	Natan Marathi Vidyalaya ...	(1)	...	...	...	245	...	...	...	...	...	...	245	.....	.....
Poona ...	Poona Native Institution ...	(1)	...	...	...	200	...	...	...	...	...	80	280	.....	.....
	sardar Dastur Hoshang Boys' High School	(1)	(90)	(73)	(45)	705	...	...	...	...	...	...	705	.....	.....
													125	2 4 10	2 3 10

* Paid from Imperial funds.

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number on Rolls on the 31st March 1917.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Income of Managing Bodies.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost per pupil educated. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	OTHER SCHOOLS—*continued.*														
	A.—TRAINING CLASSES—*contd.*														
	Anglo-Vernacular—continued.														
	Mantal Art Society's Industrial School, ...	(1)	70 (45)	71 (49)	11 (39)	100	—	—	—	—	—	—	100	1 10 10	1 6 11
	Camp Education Society's A.-V. School, ...	(1)	—	—	—	66	—	—	—	—	—	—	66	—	—
Poona ...	Dnyan High School, ...	(1)	—	—	—	105	—	—	—	—	—	—	105	—	—
	Mission High School for Boys and Girls	(1)	—	—	—	105	—	—	—	—	—	—	105	—	—
	M. V. S. Society's Industrial School, Baramati	(1)	—	—	—	50	—	—	—	—	—	—	50	—	—
Satara ...	New English School	(1)	(256)	(231)	(220)	300	—	—	—	—	—	—	300	0 13 2	0 13 2
	Dnyati High School, Wai	(1)	(167)	(160)	(162)	167	—	—	—	—	—	—	167	1 0 8	1 0 8
	A. M. High School	(1)	(204)	(207)	(231)	478	—	—	—	—	—	375	94	5 3 10	1 15 11
	Union Training School	(1)	(48)	(54)	(50)	300	—	—	—	—	—	—	300	2 10 4	2 10 4
Ahmednagar ...	Education Society's High School ...	(1)	(157)	(170)	(174)	871	—	—	—	—	—	—	871	5 1 3	5 1 3
	S. P. M. High School	(1)	(96)	(87)	(99)	627	—	—	—	—	—	9	636	6 14 2	6 13 2
	A. M. A.-V. School, Rahuri ...	(1)	(66)	(67)	49	293	—	—	—	—	—	97	390	5 13 6	4 4 6
Nasik ...	C. M. S. A.-V. School, Sharanpur	(1)	(29)	(30)	(31)	84	—	—	—	—	—	—	84	2 7 6	2 7 6
	St. George' High School	(1)	—	—	—	155	—	—	—	—	—	—	155	—	—
	L. Fr. Mission High School, Ahmedabad	(1)	(168)	(173)	(157)	225	—	—	—	—	—	—	225	1 5 3	1 5 3
Ahmedabad ...	Nirkers L. New English School, Ahmedabad	(1)	(245)	(284)	(257)	—	—	—	—	—	—	—	—	—	—
	Anjuman-i-Islam A.-V. School, Ahmedabad	(1)	(3)	(4)	(3)	6	—	—	—	—	—	—	6	0 2 0	0 2 0
	New English School, Nadiad ...	(1)	(113)	(102)	(115)	—	—	—	—	—	—	—	—	—	—
	Convention High School, Nadiad ...	(1)	(201)	(201)	(155)	—	—	—	—	—	—	—	—	—	—
Kaira ...	Jubilee Institution, Umreth ...	(1)	(266)	(272)	(257)	—	—	—	—	—	—	—	—	—	—
	Edward Memorial English School, Borsad	(1)	(170)	(169)	(151)	77	—	—	—	—	—	—	77	0 6 2	0 6 2
Panch Mahals ...	New English School, Godhra ...	(1)	(186)	(149)	(119)	—	—	—	—	—	—	—	—	—	—
	Union High School, Dwaoh ...	(1)	(304)	(344)	(407)	120	—	—	—	—	—	—	120	0 3 0	0 3 0
Broach ...	Methodist Wards Young Ladies' English School, Broach ...	(1)	(89)	(92)	(99)	59	—	—	—	—	—	—	59	0 10 4	0 10 4
	Edward English School, Amod ...	(1)	(99)	(91)	(78)	—	—	—	—	—	—	—	—	—	—
	L. F. Mission High School, Surat ...	(1)	(270)	(281)	(270)	162	—	—	92	—	—	23	277	1 0 1	0 0 2
	Sarvajanik High School, Surat ...	(1)	(435)	(407)	(468)	268	—	—	413	—	—	—	681	1 5 2	0 5 7
	Union High School, Surat ...	(1)	(678)	(748)	(654)	267	—	—	505	—	—	—	772	0 15 1	0 6 7
	Arabic High School, Rubkir ...	(1)	(140)	(145)	(131)	371	—	—	—	—	—	—	371	2 9 11	2 9 11
Surat ...	Sir J. J. English School, Surat ...	(1)	(190)	(171)	(158)	252	—	—	—	—	—	—	252	1 4 10	1 4 10
	Shah R. J. A.-V. School, Bulsar	(1)	(300)	(357)	(313)	215	—	—	—	—	—	—	215	0 14 1	0 14 1
	L. F. Mission Zenana High School, Surat	(1)	(70)	(63)	(45)	67	—	—	—	—	—	80	147	2 5 4	1 0 0
	G. S. Institute's A.-V. School, Kaysh	(1)	(173)	(168)	(130)	150	—	—	—	—	—	—	150	0 11 2	0 11 2
Thana ...	G. F. Institute's A.-V. School, Thana	(1)	(114)	(106)	(113)	113	—	—	—	—	—	—	113	0 8 9	0 8 9
	Thomas Baptists Anglo-Vernacular School, Pipli ...	(1)	(66)	(64)	(52)	121	—	—	—	—	—	—	121	1 14 9	1 14 9
Ahmedabad ...	Deaf Mute School, Ahmedabad ...	(1)	(9)	(10)	(9)	—	—	—	—	—	—	—	—	—	—
Kaira ...	L. F. Mission Industrial School, Borsad	(1)	(45)	(46)	(42)	16	—	—	—	—	—	—	16	0 6 2	0 6 2
Surat ...	Mahatma Hansr Industrial School, Surat	(1)	(18)	(18)	(15)	—	—	—	—	—	60	20	80	2 12 5	—
Thana ...	Victoria High School, Dharwar ...	(1)	(93)	(95)	(95)	226	—	—	—	—	—	—	226	15 15 0	14 11 7
Belgaum ...	Berseu Smith High School, Belgaum	(1)	(302)	(326)	(323)	—	—	—	—	—	—	—	—	—	—
	Hi.ds School, Karwar	(1)	(0)	(240)	(229)	135	—	—	—	—	—	184	319	1 2 11	0 5 0
Kanara ...	Gibb High School, Kumta	(1)	(245)	(251)	(227)	189	—	—	—	—	—	—	189	0 12 1	0 12 1
	Shankar Educational Society's School, Malvan	(1)	(129)	(133)	(111)	344	—	—	—	—	—	—	344	3 9 5	2 9 6
	Anant Shivaji Desai High School, Malvan	(1)	(203)	(200)	(207)	319	—	—	—	—	—	—	319	1 1 3	1 1 3
Ratnagiri ...	United English School, Chiplun ...	(1)	(158)	(161)	(153)	440	—	—	—	—	—	—	440	2 14 7	2 14 7
	S. P. G. Mission High School, Dapoli	(1)	(150)	(140)	(95)	—	—	—	—	—	—	—	—	—	—
	Private High School Rajapur ...	(1)	(162)	(159)	(157)	450	—	—	170	—	—	54	674	3 6 7	2 4 7
	John Esphinstone High School, Ahmednagar	(1)	(224)	(222)	(159)	282	—	—	—	—	—	—	282	1 4 4	1 4 4
Kolaba ...	A.-V. School, Tala	(1)	(93)	(86)	(76)	209	—	—	—	—	—	—	209	3 6 6	3 6 6
	Friends High School, Pen	(1)	(172)	(162)	(117)	21	—	—	—	—	—	—	21	0 3 1	0 3 1
	U. F. C. Mission Anglo-Vernacular School, Mahad	(1)	(128)	(118)	(103)	120	—	—	—	—	—	80	200	1 9 6	1 15 6
	Sind Madrassah, Karachi	—	(304)	(304)	(245)	200	—	—	—	—	—	—	200	0 10 6	0 10 6
	Church Mission S. High School, Karachi	—	(433)	(472)	(397)	285	—	—	—	—	—	—	285	0 10 6	0 10 6
	New High School, Karachi	—	(316)	(298)	(213)	—	—	—	—	—	—	—	—	—	—
Karachi ...	Hindu Academy, Karachi	—	(170)	(169)	(148)	—	—	—	—	—	—	—	—	—	—
	Parsi Virbaiji Boys' School, Karachi, ...	—	(71)	(62)	(58)	11	—	—	—	—	—	—	11	0 3 6	0 3 6
	Edward Jackson School, Karachi ...	—	(16)	(19)	(18)	—	—	—	—	—	—	—	—	—	—

SUBSIDIARY FORM No. 6.—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on the 31st March 1917.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual cost of Buildings and Furniture. Total cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	OTHER SCHOOLS—*continued.*														
	A.—DRAWING CLASSES—*contd.*														
	Anglo-Vernacular—*continued.*														
Hyderabad	Navalrai Hirmanad Academy, Hyderabad	...	(609)	(609)	(435)	...	...	...	...	...	...	...	...	...	...
	Do. Special	...	(17)	(24)	(18)	246	...	...	...	...	...	...	246	20 5 8	20 5 8
	Nava Vidyalaya High School, Hyderabad	...	(509)	(509)	(463)	224	...	...	...	...	...	...	224	0 0 0	0 0 0
	New English School, Hyderabad ...	...	(81)	(92)	(75)	...	...	...	...	...	...	...	...	...	...
	Nava Vidyalaya English Branch Secondary, Hyderabad ...	...	(78)	(101)	(96)	...	...	...	...	...	...	...	...	...	...
	N. V. Mian Fakir-Jo-Pir Hyderabad	...	(76)	(111)	(94)	...	...	...	...	...	...	...	...	...	...
	Navalrai Hirmanad Academy, Fort Branch Hyderabad ...	...	(67)	(90)	(63)	...	...	...	...	...	...	...	...	...	...
	A.-V. School, Nasarpur	...	(37)	(39)	(37)	...	...	...	...	...	...	...	...	...	...
	A.-V. School, Hirris	...	(119)	(115)	(108)	100	...	...	...	...	...	...	100	1 10 0	1 10 0
	Do. Pad Idan	...	(35)	(37)	(36)	...	...	...	...	...	...	...	...	...	...
	Do. Mithani	...	(47)	(46)	(36)	...	...	...	...	...	...	...	...	...	...
Nawabshah ...	Do. Bhatoi	...	(20)	(21)	(18)	...	...	...	...	...	...	...	...	...	...
	Do. Kandiaro	...	(41)	(46)	(36)	...	...	...	...	...	...	...	...	...	...
	Nawabsar Khudmanad Academy Tando Adam	...	(50)	(54)	(42)	...	...	...	...	...	...	...	...	...	...
	V. J. Technical School Sukkur, Sukkur Agency	...	(711)	(81)	(58)	57	...	...	...	...	...	...	57	1 1 11	1 1 11
	Sukkur Academy	...	(203)	(257)	(217)	203	...	...	...	...	...	...	203	0 12 11	0 12 11
Sukkur ...	New Academy, Rohri	...	(139)	(128)	(112)	71	...	...	...	...	...	...	71	0 9 1	0 9 1
	New English School, Sukkur ...	...	(113)	(111)	(66)	117	...	...	...	...	...	...	117	1 0 3	1 0 3
	Panjabi School, Sukkur	...	(126)	...	...	81	...	...	...	...	...	...	81	...	...
Larkana	Larkana Madressah	...	(40)	(39)	(29)	...	...	...	...	...	...	...	...	...	...
	Mehar Madressah	...	(38)	(31)	(26)	...	...	...	...	...	...	...	...	...	...
	Anglo-Vernacular School, Tando Mahomed Khan	...	(72)	(74)	(60)	...	...	...	...	...	...	...	...	...	...
	Total Anglo-Vernacular ...	... (77)	16 (2,264)	21 (15,255)	13 (13,134)	16,905	...	...	1,218	...	...	1,080	19,203	1 4 5	1 1 4
	Total, Drawing Classes (Added) ...	... (88)	16 (15,051)	21 (16,824)	13 (16,341)	20,436	...	...	1,541	...	...	2,345	24,322	1 4 5	1 1 3
	Unaided.														
	English Teaching.														
Bombay ...	Jacob Sassoon Free High School, Byculla	(1)	(135)	(159)	(121)	...	...	...	...	...	...	...	...	...	...
	Anglo-Vernacular.														
	Gokuldas Tejpal High School ...	(1)	(354)	(360)	(347)	...	...	...	...	...	...	...	...	...	...
	Do. Seminary ...	(1)	(132)	(128)	(112)	...	...	...	...	...	...	...	...	...	...
	New High School	(1)	(72)	(49)	(21)	...	...	...	...	...	...	120	120	2 13 3	...
	Fort and Proprietary High School, Proprietary and Fort High School, Grant Road	(1)	(294)	(241)	(196)	...	...	...	235	...	...	187	422	1 11 4	...
Bombay ...		(1)	(305)	(300)	(304)	...	...	...	...	...	...	...	...	...	...
	Anjuman Islam Branch A.-V. School, Nagpada	(1)	(52)	(55)	(46)	...	...	...	...	...	...	...	...	...	...
	Proprietary and Fort High School, Chandanvadi	(1)	(117)	(124)	(106)	...	...	...	25	...	...	95	120	0 15 6	...
Sholapur ...	Private A.-V. School, Pandharpur.	(1)	(68)	(66)	(56)	...	...	...	...	...	...	...	...	...	...
Ahmednagar ...	A. M. A.-V. School, Vadala ...	(1)	(84)	(80)	(71)	...	...	...	...	...	...	...	...	...	...
West Khandesh ...	City School, Dhulia	(1)	(139)	(139)	(105)	...	...	...	...	...	...	...	...	...	...
	Proprietary High School, Ahmedabad	(1)	(999)	(1,225)	(1,123)	...	...	...	...	...	...	...	...	...	...
Ahmedabad ...	Native Institution, Ahmedabad ...	(1)	(16)	(32)	(17)	...	...	...	...	...	...	...	...	...	...
	Tutorial High School, Ahmedabad	(1)	(526)	(612)	(514)	...	...	...	...	...	...	...	...	...	...
Belgaum ...	Gilganchi Artal High School, Belgaum	(1)	(63)	(64)	(51)	...	...	...	...	...	...	...	...	...	...
Nawabshah ...	A.-V. School, Nawabshah	(1)	(303)	(325)	(247)	...	...	...	...	...	...	...	...	...	...
	Total, Anglo-Vernacular ... (14)		(3,202)	(3,573)	(3,153)	...	...	...	260	...	...	412	672	0 2 11	...
	Total, Unaided Drawing Classes ... (15)		(3,337)	(3,732)	(3,304)	...	...	...	260	...	...	412	672	0 2 10	...
	Total, Other Schools ... (146)	1	55 (34,470)	60 (35,304)	42 (30,802)	22,911	...	245	1,901	...	...	2,837	28,774	0 13 1	0 10 10
	Grand Total of all Drawing Classes for Males.														

SUBSIDIARY FORM No. 6—*continued.*

District or state.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.	Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of educating each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	A.—OTHER SCHOOLS (For Females).					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Drawing Classes.														
	Government.														
Poona	Training College for Women	(1)	(102)	(100)	(90)	...	...	...	...	...	...	...	...	.....	...
	High School for Indian Girls	(1)	(346)	(294)	(228)	...	...	...	...	...	...	...	...	.....	...
	Total	(2)	(448)	(394)	(318)	...	...	...	...	...	...	...	...	.....	...
	Aided.														
	European and Anglo-Indian.														
Bombay	Cathedral Girls' High School	(1)	(183)	(176)	(144)	362	...	...	...	...	...	...	362	2 1 0	2 1 0
	Education Society's High School	(1)	(761)	(681)	(701)	66	...	...	127	...	1	(65)	857	0 1 5	0 1 5
	Convent High School, Clare Road	(1)	(281)	(241)	(224)	186	...	...	...	...	...	...	186	0 12 4	0 12 4
	Convent High School, Fort	(1)	(186)	(178)	(146)	171	...	...	...	...	...	...	171	0 15 10	0 15 10
	Convent High School, Parel	(1)	(64)	(57)	(70)	9	...	...	...	...	...	...	9	0 1 8	0 1 8
Poona	St. Mary's High School, Poona	(1)	(179)	(176)	(169)	163	...	...	...	...	...	...	163	1 6 3	1 6 3
	Convent High School, Poona	(1)	(136)	(125)	(85)	66	...	...	...	...	...	...	66	0 9 0	0 9 0
	Anglo Indian Home, Poona	(1)	(114)	(104)	(96)	22	...	...	...	...	...	...	22	0 3 3	0 3 3
	St. Peter's Girl's High School, Khandala	(1)	(66)	(53)	(49)	51	...	...	...	...	...	...	51	1 2 3	1 2 3
Nasik	Convent School, Igatpuri	(1)	(152)	(125)	(74)	9	...	...	...	...	...	...	9	0 1 2	0 1 2
Satara	Girls' High School, Tasgaon	(1)	(102)	(88)	(69)	288	...	...	...	...	...	...	288	3 3 9	3 3 9
Thana	Convent High School, Bandra	(1)	(241)	(202)	(252)	261	...	...	...	...	...	...	261	1 2 0	1 2 0
	Total, European and Anglo-Indian	(13)	(1,744)	(1,528)	(1,359)	1,395	...	...	127	...	1	(65)	2,458	1 6 2	1 6 2
	English-Teaching.														
Bombay	St. Anne's Free School, Byculla	(1)	(106)	(106)	(87)	21	...	...	...	...	...	...	21	0 3 1	0 3 1
	St. Joseph's School, Bhuleswar	(1)	(162)	(145)	(152)	113	...	...	...	...	...	...	113	0 9 11	0 9 11
Dharwar	Convent School, Hubli	(1)	(196)	(166)	(160)	132	...	...	...	...	...	...	132	0 11 4	0 11 4
	Total, English Teaching	(3)	(463)	(417)	(409)	266	...	...	...	...	...	...	266	0 6 11	0 6 11
	Anglo-Vernacular.														
Bombay	Young Ladies' High School	(1)	(147)	(115)	(101)	128	...	...	...	...	...	...	128	1 15 9	1 15 9
	Sir Ratanshaw F. D. Parsi's, Girl's High School	(1)	(50)	(50)	(9)	133	...	...	...	...	...	...	133	1 3 11	1 3 11
	Emmanuel Girls' High School	(1)	(163)	(72)	(62)	303	...	...	...	...	...	...	303	4 3 4	4 3 4
	Parsi Girls' Schools Association's A.-V. School, Chinchpokli	(1)	(99)	(83)	(66)	26	...	...	...	...	...	...	26	1 3 2	1 3 2
	Parsi Girls' Schools Association's A.-V. School, Fort	(1)	(81)	(72)	(49)	3	...	...	...	...	...	...	3	0 0 6	0 0 6
	Alexandra Native Girls' English Institution	(1)	(43)	(42)	(30)	161	...	...	...	...	...	...	161	3 13 4	3 13 4
	C. P. C. M. Anandi Girls' A.-V. School	(1)	...	...	...	3	...	...	...	...	...	...	3	.....	...
	U. P. C. M. Anandi Girls' A.-V. School, Girgaum	(1)	...	...	...	4	...	...	...	...	...	...	4	.....	...
Poona	Ranbir Dastur Nosherwan Girl's High School	(1)	...	...	...	218	...	...	...	...	...	...	218	.....	...
Ahmednagar	A. M. Girls' High School	(1)	(99)	...	...	218	...	...	...	...	...	...	218	.....	...
Nasik	T. E. and M. M. Girls' A.-V. School, Manmad	(1)	...	...	...	240	...	...	...	...	...	...	240	.....	...
Karachi	Parsi Virbai Girls' School, Karachi	(1)	(87)	(72)	(62)	112	...	...	...	...	...	...	112	1 4 7	1 4 7
	Kundanmal Girls' High School	(1)	(113)	(113)	(97)	83	...	...	...	...	...	...	83	0 12 0	0 12 0
Hyderabad	C. M. S. A.-V. Girls' School	...	(34)	(30)	(22)	...	...	...	...	...	...	...	...	0 5 7	0 5 7
	Nava Kanya Vidyalaya	...	(74)	(70)	(45)	26	...	...	...	...	...	...	26	0 5 7	0 5 7
	Total, Anglo-Vernacular	(16)	(987)	(679)	(561)	1,564	...	...	...	...	...	...	1,564	2 13 9	2 13 9
	Total, Aided Drawing Classes	(35)	(3,127)	(2,624)	(2,317)	3,226	...	...	127	...	1	(65)	3,488	1 10 6	1 6 3
	Unaided.														
	(Anglo-Vernacular).														
Bombay	Chanda Ramji Hindu Girls' High School	(1)	(217)	(256)	(162)	...	...	...	...	...	...	...	...	.....	...
	Total, Other Schools A.—Drawing Classes for Females	(36)	(3,751)	(3,413)	(2,797)	3,226	...	...	127	...	1	(65)	3,488	1 5 9	1 2 4

SUBSIDIARY FORM No. 6—*continued.*

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue from Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educational Purposes. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	B.—MISCELLANEOUS.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Private Schools. (For Males).														
	Government.														
Ajmere	Veterinary College	1	115	109	89	54,807	...	2,500	4,950	...	...	90	62,347	576 11 10	303 12 3
Hyderabad	Taqeator's Training School, Hyderabad	1	122	126	118	20,378	...	...	161	...	...	...	20,540	198 3 9	187 0 7
	Manic Schools.														
Dhárwár	Manic Class attached to the Training College for men, Dhárwár	(1)	(299)	(289)	(278)	...	...	...	...	...	...	...	...	...	...
	Do. for women.	(1)	(274)	(218)	(206)	...	...	...	...	...	...	...	...	...	...
	Total, Manic Schools ...	(2)	(573)	(507)	(484)	...	...	...	...	...	...	...	...	...	...
	Night Classes. Government.														
Ahmedabad	Night Class attached to the Premchand Raichand Training College for men, Ahmedabad ... F.	(1)	(169)	(143)	(134)	...	...	...	...	...	...	...	...	...	...
Dhárwár	Dhárwár High School ...	(1)	(245)	(278)	(230)	...	...	...	...	...	...	...	...	...	...
	Training College for men, Dhárwár	(1)	(167)	(160)	(158)	2,441	...	...	...	...	...	...	2,441	14 11 5	14 11 5
Belgaum	Belgaum High School	(1)	(274)	(279)	(242)	...	...	...	...	...	...	...	...	...	...
Hyderabad	Hyderabad High School	(1)	(357)	(339)	(304)	...	...	...	...	...	...	...	...	...	...
	Total, Night Classes ...	(5)	(1,336)	(1,319)	(1,068)	2,441	...	...	...	...	...	...	2,441	1 13 9	1 13 9
	Total, Government ...	2 (7)	237 (1,958)	234 (1,816)	207 (1,572)	77,718 ...	...	2,500 ...	5,025 ...	... ...	... ...	90 ...	85,333 ...	51 0 4 ...	37 13 10 ...
	Sanskrit, Persian Arabic, Deaf Mute, Manic &c. Schools, Municipal.														
Sholápur	Municipal, Sanskrit Night School.	(1)	6 (27)	5 (25)	4 (3)	200 ...	... ...	152 ...	... ...	... ...	... ...	... ...	352 ...	4 3 3 ...	1 10 8 ...
	Victoria Sanskrit Night School.	(1)	7 (11)	7 (13)	6 (5)	... ...	... ...	262 ...	... ...	... ...	... ...	... ...	262 ...	15 4 9 ...	... ...
	Total ...	... (2)	13 (38)	12 (37)	9 (42)	200 ...	... ...	414 ...	... ...	... ...	... ...	... ...	614 ...	5 8 1 ...	1 4 2 ...
	Aided.														
	Gymnasia.														
Poona	Sir D. M. Petit Gymnasium ...	1	120	123	85	620	...	...	1,005	4	305	75	1,012	15 9 7	1 11 4
	J. N. Petit Gymnasium	1	14	39	31	...	...	...	160	...	...	201	201	13 0 10	...
	Total, Gymnasia ...	2	134	162	90	210	...	...	1,205	...	305	276	1,543	15 1 3	1 4 2
	Aided.														
Bombay	G. T. Sanskrit Pathashala ...	1	53	39	37	600	...	...	...	...	2,665	...	3,265	53 11 6	15 6 2
	Institution for Deaf Mutes ...	1	17	20	19	...	...	3,000	...	...	...	2,475	5,475	272 12 6	...
	Prof. Dole's Institution for Deaf Mutes, Bombay ...	1	27	24	17	1,320	...	1,200	260	...	615	1,749	5,067	230 4 3	55 6 3
	Victoria Memorial School for the Blind	1	46	46	41	1,500	...	2,500	...	...	...	2,000	7,000	163 7 8	33 9 0
	Sanskrit Pathshálás	2	52	52	47	971	...	...	...	...	...	789	1,760	15 11 1	3 3 3
Poona	Gayan Samaj Ánanda School ...	1	902	709	653	937	...	...	...	...	15	512	1,467	1 12 4	1 12 4
	H. H. Gole's Gayan Samaj, Vadgaon	1	139	141	92	113	...	...	...	...	...	...	113	0 12 10	0 12 10
Sátára	Sanskrit Pathashala	1	53	53	36	150	...	25	...	...	2'4	210	609	13 2 9	2 13 5
	Do. Tasgaon ...	1	24	26	23	150	...	...	...	...	...	300	450	27 4 6	5 13 4
Sholápur	Music class of the Natheola High School	(1)	(187)	(175)	(42)	75	...	...	...	...	...	279	454	3 9 6	0 6 10
Ahmednagar	A. E. Society's Sanskrit School ...	1	60	66	50	87	...	...	...	...	...	175	262	3 15 6	1 5 1
	Rahuri Urdu Persian and Arabic School, Malegaon ...	1	108	112	72	200	...	...	...	...	...	241	1,041	9 4 8	1 12 7
	Raghunath Pathashala, Násik ...	1	27	41	26	100	...	...	373	...	...	55	528	12 0 0	2 3 4
	Sanskrit Pathashala, Trimbak ...	1	41	39	27	120	...	144	...	...	...	252	516	9 7 6	2 2 6
Násik	Persian and Arabic School, Yeola ...	1	56	34	21	108	...	...	...	...	2	102	302	17 0 0	4 8 0
	Anglovern. Ayurvi Persian Night School, Yeola	1	34	46	28	75	...	...	...	...	...	171	294	5 1 5	1 5 11
	Sanskrit Pathshala, Násik ...	1	39	28	12	60	...	...	...	...	...	...	60	2 6 0	0 6 6
	Do. Yeola ...	1	37	39	25	160	...	...	...	...	10	221	391	8 7 10	2 9 0
East Khándesh.	Gayan Samaj, Jalgaon	(1)	(36)	(30)	(30)	252	...	...	...	...	...	...	252	8 6 3	8 6 3

SUBSIDIARY FORM No. 6—*concluded.*

District or state.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.	Average monthly Number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	B.—MISCELLANEOUS—*contd.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	OTHER SCHOOLS (FOR MALES)—*continued.*														
	Aided—*continued.*														
Ahmedabad ...	School for Deaf and Mutes, Ahmedabad	1	34	31	28	505	...	900	...	...	407	671	2,791	71 3 11	13 4 1
	Shri Nagar Sanskrit Pathshala, Ahmedabad	1	47	40	37	200	...	...	...	...	725	111	1,036	21 2 3	4 1 4
Surat ...	Sarjapur Sanskrit Pathshala, Surat	1	77	80	71	215	...	...	...	...	278	282	885	10 6 7	2 10 4
	Nrisinh Pathshala, Sandher ...	1	30	28	29	140	...	...	...	...	200	1,120	1,461	52 14 9	5 3 10
Bijápur ...	Sunday Class, High School, Bijápur	(1)	(112)	(109)	(97)	16	...	100	50	...	...	60	180	2 10 0	0 14 1
	(*Local Board area*).														
Dhárwár ...	Sanskrit School, Agadi	1	44	42	40	497	...	...	...	...	...	2,093	2,590	59 7 7	9 6 5
	Do. Ablápuri ...	1	18	13	13	169	...	...	...	...	...	33	202	10 3 6	7 11 1
Kánara ...	Sanskrit School, Gokarn, No. I ...	1	131	130	111	525	...	...	113	...	...	1,135	1,773	13 9 6	2 9 3
	Do. No. II ...														
	Do. Kenkini ...														
	(*Municipal area*).														
Belgaum ...	Sanskrit School, Maruthgalli, Belgaum	1	24	21	19	32	...	32	...	...	...	169	233	10 6 1	1 9 2
Bijápur ...	Sanskrit School, Bijápur	3	91	89	69	235	...	...	...	...	...	460	735	8 4 2	8 12 3
	Do. Pagalkot (for Brahmins) ...														
	Do. Pagalkot (for Lingayats) ...														
	Total ...	32 (3)	2,578 (331)	2,259 (317)	1,725 (169)	8,861	...	7,264	1,199	...	5,950	18,864	43,895	18 14 6	3 7 9
	Unaided.														
Poona ...	Mr. Kanmarkar's Deaf and Dumb Speech Teaching Institute ...	1	8	9	7	...	...	...	137	...	4	705	906	113 4 0	...
Dhárwár ...	Totadamani Sanskrit School, Gadag	1	9	11	10	...	...	...	...	...	...	312	312	24 5 10	...
	Total ...	2	17	19	17	...	...	...	137	...	4	1,017	1,218	64 1 8	...
	Total, B.—Other Schools (for males)	38 (12)	2,545 (2,179)	2,231 (2,203)	1,518 (1,304)	86,674	...	10,796	7,162	...	5,960	20,051	1,30,615	17 10 4	18 4 6
	B.—OTHER SCHOOLS (FOR FEMALES).														
	Sanskrit, Persian, Arabic, Deaf Mutes, Music, &c., Schools.														
	Aided.														
Bombay ...	A. M. School for the Blind ...	1	38	40	34	2,000	...	...	...	...	...	4,207	6,207	167 0 10	60 0 0
	Music Class of the Seva Sadan ...	1	36	36	30	103	...	...	228	...	...	492	861	23 2 11	7 11 4
Poona ...	Seva Sadan special class for useful knowledge for advanced women	1	31	34	31	102	...	...	...	...	...	564	761	22 1 5	4 14 7
	Total, B.—Other Schools (for Females)	3	107	113	95	2,370	...	...	228	...	...	5,373	7,829	70 12 9	20 5 8
	Total, School Education, Special...	154 (128)	9,488 (42,206)	8,706 (44,529)	6,643 (36,751)	7,43,393	74,796	52,533	1,07,772	...	37,457	1,77,706	11,93,656	22 7 11	19 13 11

Statement showing *all kinds* of Public and Private institutions (for Boys and Girls) throughout the Native States of the Bombay Presidency and the number of pupils attending them.

Native States.	Area in square miles.	Number of Towns and Inhabited Villages.	Estimate of Population.	Number of Schools.	Number of Pupils on rolls on 31st March 1907.	Increase and Decrease during the year. Schools. Increase.	Schools. Decrease.	Pupils. Increase.	Pupils. Decrease.	Number of Schools not yet recognised by the Department and given in Column 10 of Table No. IV.	Number of Pupils in such Schools on 31st March 1907.	Percentage of Total Pupils in Column 6 and 12 to Population.	Number of Villages with Schools.	Average number of Pupils in each School.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Central Division.														
Bhor	925	477	144,001	73	2,357	2	...	2	...	...	...	1·6	54	13·4
Satara Agency	894	139	124,907	63	1,682	6	...	...	2,976	...	...	1·3	60	19·
Akalkot	498	103	89,982	60	3,337	...	...	...	43	...	...	3·7	53	17·9
Nasik Agency	960	58	13,380	1	104	...	...	85	...	...	...	·7	1	2·00
West Khandesh Agency ...	963	91	23,624	...	...	...	2	...	85	...	...	...	...	...
Total ...	3,944	867	397,479	219	7,477	8	2	87	2,437	...	...	2·	173	19·6
Northern Division.														
Rewa Kantha	4,996	2,843	665,999	236	14,641	2	...	...	170	59	916	2·3	193	37·7
Cutch	7,616	946	513,429	133	8,469	...	...	...	5	209	9,527	2·4	226	37·7
Surat Agency	1,607	963	257,857	62	4,090	2	...	285	...	7	779	2·	57	37·6
Cambay	350	87	72,956	30	3,047	2	...	179	...	10	710	6·1	25	14·
Mahi Kantha	3,134	1,761	413,631	145	9,968	2	...	405	...	43	1,044	2·3	137	22·3
Palanpur (excluding Deesa Cantt.)	6,388	1,109	307,663	91	5,285	...	1	...	43	41	1,104	1·9	103	32·1
Danta Agency	...	...	...	7	235	...	...	...	6	...	...	...	...	...
Jawhar	320	100	53,468	21	1,249	2	...	304	...	...	...	2·3	17	18·2
Total ...	24,701	7,113	2,485,104	725	47,471	10	1	1,423	227	439	13,410	2·0	743	33·3
Kolhapur	30,917	8,209	2,406,607	1,350	1,09,179	29	...	1,750	...	393	79,994	5·1	1,053	82·6
Southern Division.														
Kolhapur	3,217	1,060	883,441	386	16,632	17	...	3,316	...	69	3,011	2·2	366	8·7
S. M. States (excluding Sangli Agency (E.S.A.), Jath and Phaltan).	4,016	734	699,782	440	25,015	...	28	405	...	48	1,727	3·8	340	11·8
Sawantwadi	920	237	317,340	127	9,338	4	...	605	...	13	261	4·4	128	7·2
Janjira	324	256	88,747	60	2,787	...	3	...	...	3	72	4·3	45	7·2
Savanur	70	29	17,009	10	1,109	...	...	...	104	...	...	6·7	14	9·
Total ...	8,553	2,289	1,954,119	1,041	55,981	21	31	4,326	304	133	5,071	3·2	893	9·0
Sind.														
Khairpur	6,050	147	221,788	135	6,219	6	...	...	65	...	...	2·8	121	50·
Grand Total (Native States) ...	83,850	14,730	7,464,546	3,961	233,581	74	34	7,606	2,873	965	26,232	3·5	2,984	24·4

The list of Primary Schools for Boys will be found in Subsidiary Form Nos. 4 and 5 for Native States and the figures contrast with those of the previous year as under:—

Division.	Managed by Native States.				Aided.				Unaided.				Total.			
	1915-16.		1916-17.		1915-16.		1916-17.		1915-16.		1916-17.		1915-16.		1916-17.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division ...	202	8,951	208	6,731	...	...	...	...	...	...	...	...	202	8,951	208	6,731
Northern Division .	570	36,723	578	36,987	12	810	12	787	15	1,124	15	1,163	597	38,157	605	38,937
Southern Division .	747	38,780	727	41,405	153	4,024	157	4,214	8	197	5	293	908	43,001	889	45,912
Sind	68	3,135	78	3,264	52	1,456	47	1,094	...	...	...	...	120	4,591	125	4,358
Kathiáwár	1,077	76,732	1,094	76,562	31	2,341	24	2,443	...	...	...	...	1,108	79,073	1,118	79,005
Total ...	2,664	163,321	2,685	165,949	248	8,631	250	8,478	23	1,321	20	1,456	2,935	173,773	2,955	174,983

A comparative table showing Schools in Native States of the Bombay Presidency closed on account of plague on 31st March 1917:—

	Central Division.		Northern Division.		Southern Division.		Sind.		Kathiáwár.		Total.	
	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.	1915-16.	1916-17.
	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.	Schools. Pupils.
Arts College	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
Professional Colleges ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
Secondary Schools, Boys ...	... ...	1 124	... ...	... ...	1 167	... ...	... ...	... ...	... ...	1 46	1 167	2 170
Secondary Schools, Girls ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
Primary Schools, Boys ...	... ...	60 4,468	... ...	... ...	68 3,809	... ...	... ...	... ...	... ...	9 674	68 3,809	69 5,142
Primary Schools, Girls ...	... ...	8 418	... ...	... ...	10 708	... ...	... ...	... ...	... ...	2 123	10 708	10 541
Special Schools	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
Total	... ...	69 5,110	... ...	... ...	79 4,313	... ...	... ...	... ...	... ...	9 179	79 4,313	79 5,853

The list of Primary Schools for Girls will be found in Subsidiary Form Nos. 4 and 5 for Native States and the figures contrast with those of the previous year as under:—

Division.	Managed by Native States.				Aided.				Unaided.				Total.			
	1915-16.		1916-17.		1915-16.		1916-17.		1915-16.		1916-17.		1915-16.		1916-17.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Central Division ...	7	412	7	186	...	...	...	...	...	...	...	...	7	412	7	186
Northern Division...	65	4,771	67	4,023	4	484	4	454	2	166	1	155	71	5,421	72	5,632
Southern Division...	83	3,887	81	4,007	2	54	2	58	...	...	...	...	85	3,941	83	4,065
Sind	7	190	8	204	...	...	...	...	...	...	...	...	7	190	8	204
Kathiáwár ...	119	14,827	123	15,483	4	531	4	535	...	...	...	...	123	15,358	127	16,018
Total ...	281	24,087	286	23,903	10	1,069	10	1,047	2	166	1	155	293	25,322	297	26,095

The Divisional Returns for all Primary Schools in Education General Table V for Native States are as under :—

Division.	Number of Schools	Number of Pupils on the Rolls.	Upper Primary Stage.			Lower Primary Stage.		
						Reading Printed Books.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Central Division	216	6,917	828	9	837	3,304	243	3,547
Northern Division ...	677	44,469	6,889	728	7,617	20,680	3,790	24,470
Southern Division ...	972	50,577	7,674	430	8,104	23,556	3,846	27,402
Sind ...	133	4,602	859	25	884	1,781	165	1,946
Káthiáwár ...	1,255	95,023	16,889	2,207	19,096	37,971	9,091	47,062
Total ...	3,252	201,588	33,139	3,399	36,538	87,292	17,135	104,427

Division.	Lower Primary Stage—*contd.*						Total.		
	Not reading Printed Books.			Total.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Central Division.	2,200	333	2,533	5,504	576	6,080	6,332	585	6,917
Northern Division ...	9,882	2,493	12,382	30,559	6,283	36,852	37,458	7,011	44,469
Southern Division ...	12,139	2,932	15,071	35,695	6,778	42,473	43,869	7,208	50,577
Sind ...	1,563	209	1,772	3,344	374	3,718	4,203	399	4,602
Káthiáwár ...	21,459	7,406	28,865	59,430	16,497	75,927	76,319	18,704	95,023
Total ...	47,250	13,373	60,623	134,542	30,508	165,050	167,681	33,907	201,588

EXAMINATION RESULTS IN PRIMARY SCHOOLS IN THE NATIVE STATES OF THE BOMBAY PRESIDENCY FOR 1916-17.

		Number of separate schools examined.	Number of pupils examined.	STANDARD I.		STANDARD II.		STANDARD III.		STANDARD IV.		STANDARD V.		STANDARD VI.		STANDARD VII.	
				Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.	Number of pupils examined.	Number of pupils passed.
Central Division.	Boys	149	4,446	1,894	872	763	455	373	254	226	160	130	70	92	52	41	20
	Girls	3	159	83	26	22	10	13	10	10	9	...	...	...	...	...	...
Total, Central Division		152	4,605	978	898	785	471	386	264	236	169	130	70	92	52	41	20
Northern Division.	Boys	559	23,362	5,459	2,737	4,030	2,079	3,744	2,577	2,870	1,660	1,326	758	691	368	272	161
	Girls	63	2,805	631	610	387	309	290	236	255	170	105	68	45	26	...	...
Total, Northern Division		602	26,127	6,090	4,347	4,317	2,388	4,134	2,813	3,125	1,830	1,431	826	736	394	272	161
Southern Division.	Boys	799	21,925	5,849	3,429	3,986	2,851	4,466	2,951	2,555	1,895	1,251	641	462	215	30	19
	Girls	80	1,741	609	462	513	343	333	195	149	103	29	21	13	13	...	...
Total, Southern Division		879	23,666	6,547	3,891	4,499	3,194	4,799	3,146	2,704	1,998	1,280	662	475	228	30	19
Sind	Khairpur State.																
	Boys	130	4,183	894	309	326	224	246	177	165	103	67	65	29	27	13	9
	Girls	21	299	68	70	38	32	...	...	...	...	...	...	...	...	...	...
Total, Sind		151	4,482	962	379	364	256	246	177	165	103	67	65	29	27	13	9
Kathiawar	Boys	1,077	37,580	12,343	10,045	10,717	7,057	9,804	6,901	6,309	5,620	3,735	2,495	1,339	906	503	400
	Girls	112	7,596	2,777	1,329	1,971	1,324	1,446	1,117	907	760	394	272	201	98	...	...
Total, Kathiawar		1,189	45,176	15,120	11,374	12,688	8,381	11,250	8,018	7,216	6,380	4,129	2,767	1,540	1,004	503	400
GRAND TOTAL		2,973	113,956	29,697	21,017	23,653	16,559	20,815	13,708	13,446	10,480	7,137	4,390	2,872	1,719	859	609

Normal Schools:—*The table given below shows the number and average pay of all the full-time teachers in Native States Primary Schools in each Division of the Bombay Presidency.*

	Number of trained Head Masters.	Number of untrained Head Masters.	Number of trained Assistants.	Number of untrained Assistants who have passed Vernacular Final Examination.	Number of untrained and unimposed Assistants.	Average pay of trained Head Masters.	Average pay of untrained Head Masters.	Average pay of trained Assistants.	Average pay of untrained but passed Assistants.	Average pay of untrained and unpassed Assistants.
Male Teachers.						Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Central Division	18	186	27	78	49	20 9 3	11 5 0	14 0 0	8 5 1	9 7 6
Northern Division	103	309	59	278	371	19 14 3	11 15 5	12 15 2	8 14 3	6 15 8
Southern Division	154	617	127	363	415	17 0 4	10 15 7	12 11 5	9 14 11	9 2 7
Sind ... { Native State ...	16	61	3	11	25	22 0 0	12 0 0	15 0 0	11 0 0	10 0 0
Sind ... { Arabic ...	...	1	...	...	2	...	40 0 0	...	...	14 0 0
Kathiawar ... { Agency ...	172	92	46	23	309	11 4 1	11 14 1	13 0 8	9 0 0	5 7 7
Kathiawar ... { Private ...	1	14	1	...	...	12 0 0	8 5 8	12 0 0	...	...
Kathiawar ... { State ...	451	397	121	41	1,495	20 4 0	10 7 5	13 11 2	8 10 6	7 1 9
Total ...	1,005	1,767	384	794	2,667	...	...	...	...	...
Female Teachers.										
Central Division	2	1	...	...	...	37 8 0	15 0 0	...	...	...
Northern Division	32	26	3	2	75	22 0 0	11 9 10	15 0 0	9 8 0	7 9 4
Southern Division	17	18	2	5	33	19 5 7	13 5 4	16 8 0	10 0 0	9 0 0
Sind	...	8	...	...	2	...	8 0 0	...	...	6 0 0
Kathiawar ... { Agency ...	25	2	9	21	17	21 8 11	10 8 0	18 1 0	6 10 4	6 0 0
Kathiawar ... { Private ...	...	...	...	...	...	...	...	...	...	...
Kathiawar ... { State ...	62	14	45	11	171	21 12 1	13 8 0	13 8 6	7 12 0	7 0 0
Total ...	138	69	59	39	298	...	...	...	...	...

SUBSIDIARY FORM No. 1.

Statistical Return of Colleges for the Official Year 1916-17.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Educating Each Pupil.		Remarks.
			Reading in for I. E. Class.	Reading for first Arts, Examination.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
	Arts Colleges.																	
Kolhápur ...	Rájárám College	1	34	119	153	149	416	...	...	...	7,080	13,677	...	45	25,802	139 9 9	81 12 1	...
Káthiáwár ...	Bhaudán College, Innágad...	1	37	180	317	317	249	...	...	...	12,031	40,561	...	1,448	54,040	170 7 7	...	...
Do. ...	Bámáldás College, Bhávnagar.	1	35	190	220	219	185	...	...	...	9,507	17,891	...	...	27,398	125 1 8	...	...
	Total, Arts Colleges ...	3	107	589	696	685	550	...	...	...	28,618	72,129	...	1,493	1,02,240	149 4 1	105 4 9	...

SUBSIDIARY FORM No. 2.

Statistical Return of High and Middle Schools (English) for Boys for the Official Year 1916-17.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917. In High Stages.	In Middle Stages.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Payments of the Students.	Endowments.	Subscriptions, Gifts and Interest.	Total.	Annual Cost of Educating each Pupil. Total Cost.	Cost to State.	Amount of Cost (each for Col. 18) met from Provincial Revenue.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	ANGLO-VERNACULAR.																	
	Native States.																	
Poona	Bhor High School	1	88	70	158	166	143	...	1,452	...	...	...	...	...	1,452	21 0 2	...	...
Satara	Mudholi High School, Phaltan.	1	63	66	129	135	123	...	...	...	...	4,464	...	...	4,464	37 0 11	...	...
	S. S. High School, Aundh...	1	114	...	114	111	103	...	...	...	467	4,033	...	...	5,000	25 4 5	...	...
Palanpur	High School, Palanpur ...	1	84	188	270	241	219	...	...	...	3,718	7,366	...	101	9,185	38 14 6	...	...
	Do. Radhanpur ...	1	58	112	170	162	150	...	...	...	...	6,900	...	...	6,900	45 6 4	...	...
Cambay	Do. Cambay ...	1	69	193	262	209	230	...	...	...	2,201	3,936	...	...	6,137	23 15 11	...	...
Rewa Kantha	Do. Nandod ...	1	210	134	344	301	265	...	...	...	3,466	2,415	...	...	11,901	36 3 7	...	...
Surat Agency	Mahdeva Shri Mohandevji High School, Dharampur.	1	59	63	118	115	92	...	...	...	...	6,750	...	1	6,750	58 15 11	...	...
Cutch	Alfred High School, Bhuj...	1	304	...	304	134	89	...	...	...	1,000	3,000	...	...	4,000	13 0 6	...	...
Kolhapur and Southern Maratha Country.	Rajaram High School, Kolhapur.	1	360	119	479	482	423	...	...	...	7,863	7,676	...	45	15,574	32 5 0	16 14 10	...
	High School, Miraj ...	1	73	201	274	171	148	...	...	...	1,240	4,771	...	...	6,011	35 1 1	27 11 3	...
	High School, Sangli ...	1	256	131	387	403	357	...	...	...	2,921	6,042	...	...	12,463	32 6 10	14 7 9	...
	High School, Jamkhandi ...	1	167	179	346	347	285	...	...	...	200	12,616	...	...	13,016	38 2 10	35 3 6	...
Sawantvadi ...	High School, Sawantvadi ...	1	195	119	314	303	269	...	...	...	6,067	2,449	23	23	8,571	27 6 7	3 1 0	...
Kolaba Agency	Sir Sidhi Ahmedkhan High School, Girgad.	1	121	161	282	280	234	...	...	...	343	7,371	...	...	8,731	31 1 11	30 1 0	...
Khairpur State.	High School, Khairpur ...	1	186	190	376	374	246	...	...	...	4,638	19,370	...	...	20,008	55 14 2	...	...
	Bahdur Khanji High School, Jungadh.	1	362	454	796	778	762	...	...	...	4,264	21,521	...	...	28,479	34 2 7	...	...
	Alfred High School, Dharangar.	1	300	...	300	458	370	...	...	...	7,032	7,140	...	...	14,292	38 15 0	...	...
	Bhavanbhji High School, Porbandar.	1	262	276	538	466	412	...	...	...	3,355	11,091	...	...	14,916	36 1 2	...	...
	Jasdanagar High School ...	1	417	...	417	388	344	...	...	...	5,014	13,790	402	70	18,276	42 3 2	...	...
	Ajitsinhji High School, Dhrangadhra.	1	149	271	420	304	236	...	...	...	...	9,254	...	...	9,254	32 13 3	...	...
	Vaishnav Charitable High School, Morvi.	1	178	324	502	456	367	...	...	...	...	7,872	...	...	7,872	17 3 0	...	...
	Sharmaji High School, Gondal.	1	87	230	317	315	269	...	...	...	4,501	4,027	30	94	8,651	27 6 3	...	...
Kathiawad.	Vaishnav High School ...	1	199	304	503	304	256	...	...	...	294	5,184	50	...	5,528	22 3 6	...	...
	Harris High School, Palitana.	1	66	194	260	170	137	...	...	...	705	7,466	...	...	8,221	63 0 11	...	...
	Sir J. High School, Limbdi.	1	191	318	510	482	416	...	...	...	810	9,729	266	...	10,736	31 7 1	...	...
	Alfred High School, Rajkot.	1	407	...	407	487	453	...	...	...	9,699	14,339	92	77	24,757	50 13 1	...	...
	Dali Raj High School, Wadhwan.	1	243	264	507	467	396	...	...	...	3,975	4,870	...	...	8,846	17 5 7	...	...
	Gorvanbhai High School, Mangrol.	1	30	99	129	151	101	...	...	...	1,207	2,921	...	...	4,128	27 11 0	...	...
	Rajkumar College, Rajkot .	1	37	16	53	30	26	...	...	...	27,321	...	4,500	27,630	59,451	1,982 11 2	...	...
	Girassia College, Gondal ...	1	11	41	52	44	37	...	...	...	9,795	11,716	72	37	21,620	491 2 2	...	...
	Total Native States High Schools	31	5,018	5,650	10,668	9,644	8,235	...	2,452	...	1,08,442	2,80,468	5,534	28,068	3,85,512	40 0 1	24 11 11	...
	Aided (Recognised).																	
Kolhapur ...	Private High School, Kolhapur.	1	334	340	674	712	678	...	...	...	11,195	...	337	307	15,152	17 0 8	...	...
	Netaji Maharatta Vidyalaya, Kolhapur.	1	63	35	98	64	62	...	...	...	1,297	...	1	386	1,784	21 3 10	...	...
	City High School, Kolhapur	1	270	60	330	345	274	...	...	...	6,185	1,069	...	1,570	8,753	25 6 0	2 14 0	...
Sangli	City School, Sangli	1	16	86	102	91	74	...	...	...	840	403	...	214	1,456	17 4 7	4 6 4	...
Kathiawad	Sanatan Dharma High School, Bhavnagar.	1	325	311	636	642	480	...	...	...	9,214	3,267	...	677	11,158	20 0 4	...	...
	Total Aided High Schools ...	5	1,008	732	1,740	1,774	1,468	...	...	...	27,931	4,667	352	3,354	36,306	19 15 2	3 10 1	...
	Unaided (Recognised).																	
Cutch ...	Gokuldas Tejpal High School, Mandvi.	1	69	191	260	180	137	...	...	...	2,766	...	1,940	...	4,706	25 2 4	...	...
Kathiawad ...	Samasthra High School, Rajkot.	1	200	83	283	254	205	...	...	...	5,410	...	...	...	5,410	33 1 11	...	...
	Total Unaided High Schools.	2	269	184	453	434	342	...	...	...	8,176	...	1,940	...	10,119	14 7 0	...	...
	Grand Total, High Schools ...	38	6,295	6,566	12,861	11,852	10,045	...	2,452	...	1,43,679	2,85,135	7,826	31,372	4,81,952	36 7 6	20 11 6	...

SUBSIDIARY FORM No. 2—*continued.*

District or State.	Name or class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917			Average daily attendance.	Expenditure.								Average Cost per Educational Scholar.	
			In High Stage.	In Middle Stage.	Total.		Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments of Native States.	Endowments.	Subscriptions and Miscellaneous sources.	Total.	Total Cost.	Cost to State.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS.						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	NATIVE STATES.															
	Anglo-Vernacular.															
Sholapur	A.-V. School, Akalkot ...	1	68	78	124	118	107	—	—	—	702	2,814	—	—	3,630	32 5 5	—	—
	Limaywâla A.-V. School ...	1	44	117	166	14	125	—	—	—	1,640	60	—	—	1,715	11 4 2	—	—
	Bâlsâstar do. ...	1	15	37	12	68	62	—	—	—	906	307	—	—	1,213	17 14 4	—	—
Rewa Kân-tha.	Devgadh do. ...	1	9	67	73	68	58	—	—	—	—	1,219	—	—	1,219	20 10 11	—	—
	Chhota Udepur do. ...	1	6	35	39	36	29	—	—	—	—	950	—	—	950	25 4 0	—	—
	Virpur do. ...	1	—	17	17	17	11	—	—	—	264	317	—	—	581	34 2 10	—	—
	Sankeshwar do. ...	1	—	23	23	17	28	—	—	—	734	602	—	—	1,336	58 1 9	—	—
	Godhra Talukdari School ...	1	—	19	19	21	18	—	—	—	2,906	—	—	—	2,906	6 5 3	—	—
Mahi Kân-tha.	Idar A.-V. School ...	1	12	62	94	72	61	—	—	—	—	1,199	—	—	1,199	16 6 11	—	—
	Sahib Phulsi Sidra School ...	1	—	45	45	44	32	—	—	—	137	413	—	—	551	12 9 9	—	—
	Sidra Scott's College ...	1	6	16	22	20	20	—	—	—	1,941	—	2,618	1,337	5,896	295 4 2	—	—
	Mânsa A.-V. School ...	1	2	52	52	50	30	—	—	—	—	635	—	—	635	7 15 11	—	—
Pâlanpur ...	Gidhâsi A.-V. School, Tharâd ...	1	4	73	77	28	23	—	—	—	179	507	—	91	827	33 6 7	—	—
Surat Agency	Gobleshwar A.-V. School, Bhensia ...	1	13	31	60	64	39	—	—	—	—	2,021	—	—	2,021	51 0 0	—	—
Cambay State.	A.-V. School, Thâsgaon ...	1	—	20	20	30	26	—	—	—	139	374	—	—	513	13 7 0	—	—
Cutch	A.-V. School Mândvi ...	1	—	54	84	60	78	—	—	—	371	627	40	—	1,038	9 6 9	—	—
	do. Bhuj ...	1	—	180	180	154	130	—	—	—	748	838	—	—	1,586	9 9 7	—	—
	do. Anjâr ...	1	—	68	68	54	56	—	—	—	208	63	—	—	271	5 0 0	—	—
	do. Mândvi ...	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Sâtara Feudal Agency.	Second Grade A.-V. Schools ...	4	32	125	207	163	136	—	—	—	1,003	163	—	2	1,170	10 13 8	1 0 2	—
	Ichalkaranji 1st Grade A.-V. School ...	1	19	42	61	61	56	—	—	—	—	2,304	—	—	2,304	37 5 7	37 5 7	—
Kolhâpur Agency.	Kagal 1st Grade A.-V. School ...	1	13	44	57	51	47	—	—	—	144	1,319	—	—	1,463	25 4 10	22 10 10	—
	Second Grade A.-V. Schools, Kadâgaon ...	15	—	215	215	231	186	—	—	—	613	1,666	—	—	2,279	9 11 3	7 5 1	—
Kolhâpur Agency.	Shirvardhan A.-V. School ...	1	10	58	68	70	60	—	—	—	159	1,639	—	—	1,798	25 10 8	23 6 5	—
	Mânj 2nd Grade A.-V. Schools ...	3	11	60	71	74	52	—	—	—	190	1,551	—	—	1,741	23 13 2	20 15 9	—
	Shâhapur 1st Grade A.-V. School ...	1	75	116	191	210	168	—	—	1,120	1,418	120	—	—	2,658	13 4 0	0 9 11	—
	Sângli 2nd Grade A.-V. Schools ...	4	—	83	83	85	67	—	—	85	127	1,596	—	—	2,808	27 7 10	15 10 3	—
	Madhol 1st Grade A.-V. School ...	1	53	93	146	98	86	—	1,648	—	807	275	—	48	2,778	26 8 9	3 10 0	—
Southern Maratha Agency.	Sângli 1st Grade A.-V. School ...	1	30	78	108	90	82	—	—	—	450	1,959	—	—	2,409	29 10 5	19 5 6	—
	Kurundwâd 1st Grade A.-V. School ...	1	19	52	64	63	53	—	—	—	256	2,559	48	—	2,863	44 6 11	30 6 2	—
	Kurundwâd 2nd Grade A.-V. Schools ...	2	—	24	24	32	19	—	—	—	82	468	—	—	550	23 12 4	22 0 9	—
	Jath 2nd Grade A.-V. Schools ...	1	18	54	72	72	59	—	1,344	—	—	1,344	—	—	2,688	37 5 0	18 20 8	—
	Jamkhandi 2nd Grade A.-V. School ...	1	20	47	67	67	53	—	—	—	53	1,194	—	—	1,246	18 9 8	17 11 3	—
Bhâvnagar Agency.	Sivasar 1st Grade A.-V. School ...	1	24	51	75	79	55	—	—	—	1,504	2,504	—	—	3,008	45 10 9	36 10 7	—
	T. Gitala School, Wadhwan C. S. ...	1	38	33	71	62	54	—	—	—	10,146	—	—	—	10,146	204 5 2	—	—
	Wadhwan Civil Station ...	1	83	164	247	225	203	—	1,800	1,800	2,364	—	—	24	5,988	29 4 1	—	—
	Moti	1	13	60	73	73	60	—	—	180	1,065	—	—	—	1,245	26 10 5	—	—
	Sir J. Middle School, Lakhtar	1	10	57	62	62	54	—	—	—	52	1,691	—	—	1,743	31 5 5	—	—
	Kantharia	1	—	20	20	20	17	—	—	—	54	360	—	—	414	20 17 2	—	—
	Jetpur	1	65	174	239	205	220	—	—	—	1,295	4,172	—	—	5,467	24 13 6	—	—
	Bilkha	1	5	40	44	41	37	—	—	—	184	630	—	—	814	16 4 4	—	—
	Mandavia	1	—	48	48	38	43	—	—	—	150	244	5	—	399	9 10 4	—	—
	Chital	1	—	30	30	31	27	—	—	—	92	305	—	—	397	14 13 10	—	—
	Bagasara	1	36	83	99	110	94	—	—	—	405	496	30	—	1,031	11 10 8	—	—
	Dasâda	1	4	30	34	34	27	—	—	—	83	460	—	—	543	20 2 8	—	—
	Santhgadh	1	—	17	17	18	14	—	—	—	80	413	12	—	505	29 5 8	—	—
	Lathi	1	19	96	75	72	62	—	—	—	194	1,075	16	—	1,285	23 10 10	—	—
	Sonpath	1	2	34	36	31	25	—	—	—	197	770	18	—	985	31 2 1	—	—
Kâthiâwâd	Kanakâvi Middle School, Dhâna	1	32	83	114	99	89	—	—	—	1,205	2,057	40	—	3,430	34 10 4	—	—
	Vala	1	3	56	59	57	47	—	—	—	—	905	—	—	905	19 4 1	—	—
	Bhâdla	1	—	35	35	30	27	—	—	—	117	561	—	—	678	25 2 0	—	—
	Mâlia	1	—	25	25	19	15	—	—	—	—	367	—	43	410	26 6 8	—	—
	Thân	1	—	37	37	31	30	—	—	—	10	393	—	—	403	9 5 5	—	—
	Jasdanâh Mohini Madrasa ...	1	25	130	155	138	97	—	—	—	—	7,501	—	—	7,501	54 5 7	—	—
	Chorvad	1	4	41	45	40	32	—	—	—	180	704	—	—	884	18 3 4	—	—
	Vartavad	1	31	115	169	154	126	—	—	—	340	3,022	—	—	3,362	26 13 4	—	—
	Vanâthali	1	—	65	65	55	45	—	—	—	328	310	—	—	638	13 5 3	—	—
	Una	1	75	49	74	68	54	—	—	—	300	2,191	—	—	2,491	35 7 0	—	—
	Dâbrela	1	—	30	30	26	20	—	—	—	81	513	—	—	594	18 8 0	—	—
	Kunchhâla	1	27	103	130	129	101	—	—	—	254	1,544	—	—	1,798	13 13 2	—	—
	Jodiya	1	5	62	67	58	51	—	—	—	173	1,067	—	—	1,240	18 6 8	—	—
	Bâlambha	1	—	32	32	35	32	—	—	—	288	18	—	174	480	12 0 0	—	—
	Kandorna	1	—	40	40	40	30	—	—	—	279	18	—	252	549	14 12 7	—	—
	Kalavad	1	—	53	53	46	40	—	—	—	444	18	—	405	867	18 13 6	—	—
	Padadhari	1	10	30	40	41	30	—	—	—	3·2	—	—	693	197	19 7 7	—	—

SUBSIDIARY FORM No. 2—*continued.*

District or State	Name or Class of Institution.	Number of Institutions.	Number on Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education (Exclusive of Pilgrim).		Number of Pupils (not included in No. 7)
			In High Stage.	In Middle Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	MIDDLE SCHOOLS—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
	NATIVE STATES—*continued.*																	
	Anglo-Vernacular—contd.																	
	Sakya ...	1	...	...	...	41	39	...	...	...	272	170	...	268	440	15 1 11	...	
	Lalpur ...	1	...	36	36	37	37	...	...	...	...	...	...	231	231	6 9 10	...	
	Bhavnagar ...	1	...	420	420	456	396	...	...	...	2,484	2,133	...	...	4,617	13 2 2	...	
	Mihsrta ...	1	36	240	276	246	207	...	...	...	2,157	3,147	...	...	5,344	15 7 1	...	
	Sihor ...	1	21	129	150	156	142	...	...	...	1,107	1,361	...	...	2,468	15 15 7	...	
	Kundla ...	1	18	129	147	147	129	...	...	...	900	720	...	...	1,620	11 0 11	...	
	Botad ...	1	15	121	136	121	115	...	...	...	780	927	...	...	1,707	13 14 11	...	
	Bhavnagar English Class ...	1	...	34	34	44	34	...	...	...	240	180	...	...	420	26 9 5	...	
	Rajula do. ...	1	...	53	53	56	50	...	...	...	336	240	...	...	576	6 13 5	...	
	Talaja do. ...	1	...	65	65	64	56	...	...	...	432	180	...	...	612	9 0 0	...	
	Trapaj do. ...	1	...	27	27	20	18	...	...	...	180	240	...	...	420	10 13 2	...	
	Umrala do. ...	1	...	43	43	40	35	...	...	...	240	240	...	...	480	10 8 0	...	
	Gadhada do. ...	1	...	79	79	64	54	...	...	...	312	240	...	...	552	6 11 9	...	
	Halvad Middle School ...	1	69	138	207	171	141	...	...	...	...	2,334	...	...	2,334	13 1 5	...	
	Sextajar do. ...	1	9	41	50	51	43	...	...	...	...	630	...	...	630	11 11 5	...	
	Tikkar do. ...	1	...	26	26	28	23	...	...	...	...	387	...	...	387	13 15 1	...	
Kathiawar—*continued.*	Chanoda do. ...	1	...	30	30	28	21	...	...	...	...	378	...	...	378	13 4 10	...	
	Thekara do. ...	1	...	28	28	23	17	...	...	...	...	267	...	...	267	6 14 9	...	
	Dhrafa do. ...	1	70	194	264	199	166	...	...	...	219	2,214	231	46	2,709	15 0 4	...	
	Dhasa do. ...	1	39	69	108	91	82	...	...	...	...	1,260	1	8	1,269	15 3 6	...	
	Kavnaughji Middle School, Lilkot.	1	...	698	698	650	567	...	...	...	6,467	4,800	440	33	11,740	76 0 6	...	
	Sardhar do. ...	1	...	37	37	29	25	...	...	...	70	320	2	...	392	14 6 3	...	
	Kuvadva do. ...	1	...	18	18	17	14	...	...	...	69	310	...	...	379	4 9 0	...	
	Nagnesh do. ...	1	...	25	25	20	21	...	...	...	21	475	...	...	496	23 1 3	...	
	Jalalpur do. ...	1	8	54	62	55	46	...	...	...	50	775	...	...	879	24 11 4	...	
	Manavadar do. ...	1	4	48	52	51	45	...	...	...	...	635	...	...	635	12 7 6	...	
	Jamjodhpur do. ...	1	4	49	53	49	44	...	...	...	618	1,997	...	...	2,722	54 11 0	...	
	Rajkot do. ...	1	...	21	21	27	19	...	...	...	...	124	...	...	124	6 10 2	...	
	Gariadhar do. ...	1	...	10	10	9	8	...	...	...	...	...	...	...	...	...	...	
	Ranavav do. ...	1	...	28	28	27	24	...	...	...	...	...	...	...	...	...	...	
	Rann Kandhora do. ...	1	...	25	25	25	24	...	...	...	...	...	...	...	...	...	...	
	Madhavpur do. ...	1	...	37	37	36	24	...	...	...	...	...	...	...	...	...	...	
	Total Native States Middle Schools ...	121	1,052	7,156	8,208	6,930	5,823	...	2,002	3,846	39,431	95,618	5,880	3,435	1,66,479	29 15 6	11 14 4	
	Aided (Executive).																	
Ajmer ...	S. J. J. A.-V. School, Navsari	1	30	129	159	143	126	514	...	...	1,664	...	267	472	3,067	21 1 7	5 13 11	...
Kathiawar ...	Hirabhai Vidyalaya, Kotdapur ...	1	...	72	72	71	61	...	...	...	1,073	...	...	219	1,292	19 1 8	...	...
Kathiawar ...	Jamnagar New English School ...	1	...	247	247	204	176	...	...	...	2,009	650	...	397	3,056	12 15 1	...	...
Kathiawar ...	Jamnagar Vidyuti School ...	1	...	173	173	170	146	...	...	...	2,763	350	...	698	3,800	17 0 9	...	...
	Total Aided Middle Schools	4	30	710	740	694	609	514	...	...	7,917	1,000	267	1,857	11,215	16 3 6	5 13 11	
	UNAIDED (RECOGNISED).																	
Rewa Kantha ...	Maindra English Class ...	1	...	33	33	36	29	...	...	...	...	...	...	246	246	8 14 2	...	
Cutch ...	Nalia A.V. School	1	...	12	12	16	10	...	...	...	20	...	76	10	106	8 10 3	...	
	Pyarlal do. Kera ...	1	...	23	23	22	19	...	...	...	...	...	277	3	275	12 8 0	...	
	Lakhbai do. Kera ...	1	...	10	7	9	7	...	...	...	...	...	91	...	91	13 0 4	...	
	Pirbhai do. Bhavpur...	1	...	2	2	2	1	...	...	...	...	...	64	...	64	32 0 0	...	
Sirsuvati ...	Sirsuvati	2	...	104	104	106	104	...	...	...	1,470	...	...	434	1,904	11 12 1	...	
	Math	1	...	23	23	19	17	...	...	...	200	...	...	...	200	10 7 5	...	
Kathiawar ...	Desai Vanaji English School, Sidpur ...	1	...	56	56	36	31	...	...	...	...	...	...	276	276	10 9 13	...	
	Jamal Middle School, Jamnagar ...	1	...	170	170	142	121	...	...	...	...	...	...	5,092	5,092	31 6 10	...	
	Talli English School, Jamnagar	1	...	14	14	16	13	...	...	...	...	...	...	83	83	6 6 6	...	
	Sevadas Dharma Middle School, Chuda ...	1	24	66	90	88	83	...	...	...	1,005	...	...	600	1,605	18 14 9	...	
	Total unaided (recognised) Middle Schools ...	12	24	541	568	555	492	...	...	...	2,725	...	503	6,719	9,974	17 15 8	...	
	UNAIDED (UNRECOGNISED).																	
Mahi Kantha ...	A.-V. School, Pethapur ...	1	...	44	44	42	40	...	...	...	288	...	...	3,013	3,301	76 9 0	...	...
	Do. Vasna ...	1	...	37	12	15	12	...	...	...	24	...	...	310	334	30 3 7	...	...
	Total unaided (unrecognised) Middle Schools	2	...	81	81	64	52	...	...	...	312	...	...	3,323	3,635	24 6 0	...	...
	Total Unaided Middle Schools	14	24	627	681	619	544	...	...	...	3,037	...	503	7,042	11,543	18 10 4	...	...
	Grand Total Middle Schools.	139	1,128	8,573	9,709	8,243	7,969	514	2,002	3,846	70,329	96,618	6,650	13,005	1,91,256	29 7 6	10 5 3	

SUBSIDIARY FORM No. 3.

Statistical Return of High and Middle Schools (English) for Girls for the official year 1916-1917.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.							Annual Cost of educating each Pupil.		Amount of Grant for the year.
			In High Stage.	In Middle Stage.	Total.			Fees.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to State.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	HIGH SCHOOLS.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	NATIVE STATES.																	
	Anglo-Vernacular.																	
	Mangalbia Girls' High School, Gondal	1	6	306	312	309	215	...	...	...	...	6,591	63	193	6,847	22 2 0	...	.....
	Mali Raj Girls' High School, Bhavnagar	1	13	98	111	111	84	...	...	...	...	3,783	...	...	3,783	34 1 3	...	.....
Kathiawar ...	Total ...	2	19	404	423	420	299	...	...	...	...	10,374	63	193	10,630	25 4 7	...	.....
	AIDED (RECOGNISED).																	
	Rajkot Mission Girls' High School	1	9	27	36	31	26	300	...	...	424	...	...	2,005	2,729	88 5 8	...	.....
	Total ...	1	9	27	36	31	26	300	...	...	424	...	...	2,005	2,729	88 5 8	...	.....
	Grand Total, High School ...	3	28	431	459	451	325	300	...	...	424	10,374	63	2,198	13,359	29 9 11	...	.....
	MIDDLE SCHOOLS.																	
	NATIVE STATES.																	
	Anglo-Vernacular.																	
Sivantridi ...	Sivantridi Girls' School ...	1	4	51	55	53	40	...	...	...	...	839	...	...	839	15 4 1	15 4 1	.....
Savar ...	Girls' Class	...	...	9	9	11	9	...	...	...	...	19	...	...	19	2 0 0	2 0 0	.....
Kathiawar ...	Bavaji Raj Girls' Middle School	1	6	52	58	58	47	...	...	...	...	2,344	...	...	2,344	54 7 6	...	.....
	Total, Middle Schools ...	2	10	112	122	122	96	...	...	...	...	3,202	...	...	3,202	24 4 0	24 4 0	.....

SUBSIDIARY FORM Nos. 4 AND 5.

Statistical Return of Primary Schools (Vernacular) for Boys and Girls for the Official year 1916-1917.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education each Pupil.	
			Upper Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native Public.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	CENTRAL DIVISION.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Poona	Native States { Boys	73	249	1,840	2,136	1,842	1,657	...	11,393	...	...	...	...	...	11,393	7 2 8	...
	Native States { Girls	1	2	65	67	62	55	...	426	...	...	...	...	...	426	7 9 6	...
Satara	Native States { Boys	75	171	1,114	1,285	1,707	1,537	...	15,570	775	160	...	...	...	16,470	9 10 10	...
	Native States { Girls	5	...	25	25	208	189	...	1,575	200	3	...	...	...	1,778	9 14 3	...
Sholapur	Native States { Boys	50	404	2,557	2,961	4,931	3,105	...	5,280	...	1,414	9,285	...	...	13,979	5 7 7	...
	Native States { Girls	1	4	90	94	52	48	...	819	...	...	...	...	...	819	5 15 9	...
Nasik	Native States { Boys	1	10	91	101	98	67	...	...	...	...	460	...	...	460	4 11 1	...
	Native States { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. { Boys	199	834	5,727	6,878	8,368	6,896	...	33,132	775	1,580	9,745	...	...	45,232	5 4 5	1 2 7
	Total Day Schools. { Girls	7	6	180	186	312	242	...	2,820	200	3	...	...	...	3,023	6 14 6	...
	Total Day Schools	206	840	5,907	6,750	8,680	6,138	...	34,752	975	1,583	9,745	...	...	47,755	5 3 7	1 1 9
	Night Schools.																
Poona	Native States { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Satara	Native States { Boys	1	...	...	...	19	9	...	10	21	...	...	...	...	31	2 2 6	...
	Native States { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sholapur	Native States { Boys	8	...	168	168	157	99	...	312	...	...	...	...	...	312	1 15 11	...
	Native States { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nasik	Native States { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. { Boys	9	...	168	168	176	107	...	322	21	...	...	...	...	343	2 0 1	...
	Total Night Schools. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools	9	...	168	168	176	107	...	322	21	...	...	...	...	343	2 0 1	...
	Total Day and Night Schools. { Boys	208	834	5,895	6,731	8,550	6,003	...	33,454	796	1,580	9,745	...	...	45,875	5 3 4	1 2 7
	Total Day and Night Schools. { Girls	7	6	180	186	312	242	...	2,820	200	3	...	...	...	3,023	6 14 6	...
	Total Day and Night Schools	215	840	6,075	6,917	8,871	6,175	...	36,274	1,000	1,583	9,745	...	...	47,898	5 4 7	1 1 9
	Day Schools.																
	Native States { Boys	199	834	5,727	6,573	8,393	6,896	...	33,132	775	1,580	9,745	...	...	44,232	5 4 5	1 2 7
	Native States { Girls	7	6	180	186	312	242	...	2,820	200	3	...	...	...	3,023	6 14 6	...
	Total Day Schools. { Boys	199	834	5,727	6,573	8,393	6,896	...	33,132	775	1,580	9,745	...	...	44,232	5 4 5	1 2 7
	Total Day Schools. { Girls	7	6	180	186	312	242	...	2,820	200	3	...	...	...	3,023	6 14 6	...
	Night Schools.																
Abstract, Central Division.	Native States { Boys	9	...	154	168	176	107	...	322	21	...	...	...	...	343	2 0 1	...
	Native States { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. { Boys	9	...	168	168	176	107	...	322	21	...	...	...	...	343	2 0 1	...
	Total Night Schools. { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day and Night Schools	215	840	6,075	6,917	8,871	6,175	...	36,274	1,000	1,583	9,745	...	...	47,898	5 4 7	1 1 9

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.							Annual Cost of Educating each Pupil.	
			Upper Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Interest of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	NORTHERN DIVISION.							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
	Native States Schools. Boys	183	1,964	9,902	11,876	11,764	8,154	...	...	...	4,703	69,577	...	...	73,680	6 4 2	...
	Native States Schools. Girls	15	224	1,493	1,717	1,741	1,224	...	...	...	...	9,324	...	...	9,324	5 5 9	...
	Aided. Boys	2	...	117	117	98	61	...	...	...	66	85	...	47	198	2 0 4	...
	Aided. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day School. Boys	185	1,974	10,019	11,993	11,862	8,215	...	...	...	4,769	69,662	...	47	72,478	6 3 4	5 15 0
	Total Day School. Girls	15	224	1,493	1,717	1,741	1,224	...	...	...	...	9,324	...	...	9,324	5 5 9	5 5 9
	Total Day Schools	200	2,198	11,512	13,710	13,603	9,439	...	...	...	4,769	78,986	...	47	83,802	6 1 7	5 15 0
Rewa Kantha.	*Night Schools.*																
	Native States Schools. Boys	1	...	24	24	23	18	...	...	...	...	112	...	...	112	4 9 11	...
	Native States Schools. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools	1	...	24	24	23	18	...	...	...	...	112	...	...	112	4 9 11	4 9 11
	Total Day and Night Schools. Boys	185	1,974	10,043	12,017	11,885	8,233	...	...	...	4,769	69,774	...	47	72,590	6 3 4	6 3 5
	Total Day and Night Schools. Girls	15	224	1,493	1,717	1,741	1,224	...	...	...	...	9,324	...	...	9,324	5 5 9	5 5 9
	Total Day and Night Schools	204	2,198	11,536	13,734	13,626	9,457	...	...	...	4,769	79,098	...	47	83,914	6 1 7	5 15 0
	Day Schools.																
	Native States Schools. Boys	117	1,696	6,468	8,164	7,670	5,036	...	...	...	1,498	26,506	...	194	28,198	3 11 0	...
	Native States Schools. Girls	16	64	760	824	761	510	...	...	...	...	3,640	...	124	3,764	5 0 2	...
	Unaided. Boys	6	23	176	199	149	119	...	...	...	...	...	...	1,481	1,481	7 7 6	...
	Unaided. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mahi Kantha.	Total Day Schools. Boys	123	1,719	6,644	8,363	7,819	5,155	...	...	...	1,498	26,506	...	1,715	30,009	3 13 0	3 6 5
	Total Day Schools. Girls	16	64	760	824	761	510	...	...	...	...	3,640	...	124	3,764	5 0 2	4 13 6
	Total Day Schools	139	1,783	7,404	9,187	8,579	5,665	...	...	...	1,498	30,146	...	1,839	33,773	3 14 9	3 8 0
	Day Schools.																
	Native States Schools. Boys	74	961	3,161	4,122	4,009	3,031	...	...	...	193	28,645	...	510	27,348	6 10 11	...
	Native States Schools. Girls	6	30	462	498	514	318	...	...	...	...	3,742	...	23	3,765	7 5 3	...
	Aided. Boys	6	...	181	181	179	145	...	...	...	190	218	...	66	418	2 4 4	...
	Aided. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Palanpur Agency.	Total Day Schools. Boys	80	961	3,342	4,303	4,188	3,176	...	...	...	383	28,863	...	576	27,833	6 6 4	6 5 5
	Total Day Schools. Girls	6	30	462	498	514	318	...	...	...	...	3,742	...	23	3,765	7 5 3	7 4 1
	Total Day Schools	86	997	3,804	4,801	4,702	3,544	...	...	...	383	32,605	...	599	31,598	6 9 9	6 8 4
	Day Schools.																
	Aided. Boys	3	97	160	257	257	214	160	...	...	...	...	1,188	1,060	2,308	9 3 10	0 9 4
	Aided. Girls	3	137	143	280	285	229	156	...	...	...	...	1,196	1,030	2,074	10 6 11	0 9 9
Harsol Agency.	Total Day Schools	6	234	303	537	542	443	316	...	...	...	...	2,384	2,090	4,382	9 13 8	0 9 9
	Day Schools.																
	Native States Schools. Boys	54	580	2,800	3,448	3,354	2,067	...	...	...	21	19,681	...	47	19,749	5 14 3	...
	Native States Schools. Girls	6	57	346	403	388	253	...	...	...	...	3,808	...	...	3,808	10 1 2	...
Rural Agency.	Total Day Schools	60	637	3,214	3,851	3,742	2,319	...	...	...	21	23,489	...	47	23,557	6 5 2	6 4 10
	Day Schools.																
	Native States Schools. Boys	31	548	2,228	2,776	2,614	2,037	...	...	...	1,261	11,683	...	...	12,944	4 9 7	...
	Native States Schools. Girls	6	49	570	619	615	428	...	...	...	...	3,239	...	...	3,239	5 4 3	...
Cambay ...	Total Day Schools	37	597	2,798	3,395	3,229	2,465	...	...	...	1,261	14,922	...	...	16,183	4 11 6	4 5 7
	Day Schools.																
	Native States Schools. Boys	20	69	1,127	1,196	838	846	...	...	...	...	5,706	...	...	5,706	6 14 6	...
	Native States Schools. Girls	1	7	40	47	49	34	...	...	...	...	596	...	...	596	10 5 9	...
Baoda ...	Total Day Schools	21	76	1,167	1,243	887	879	...	...	...	...	6,302	...	...	6,302	7 1 8	7 1 8

SUBSIDIARY FORM Nos. 4 and 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.									Annual Cost of Institutions maintained from Public Funds.	
			Upper Primary Stage.	Lower Primary Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.
1	2	3	4	4a	45	5	6	7	8	9	10	11	12	13	14	15	16
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	NORTHERN DIVISION—*continued.*															
	Day Schools.															
	Native States Schools.	Boys ...	49	905	4,459	3,316	3,179	3,000	...	482	...	4,467	12,069	7	980	18,471	5 3 4	...
		Girls ...	12	46	767	813	781	424	...	324	...	...	4,533	...	179	5,060	6 7 2	...
	Aided ...	Boys ...	1	30	105	232	240	160	...	...	...	286	105	170	45	510	2 0 0	...
		Girls ...	1	15	160	174	165	92	...	...	...	...	336	300	...	636	3 9 0	...
	Unaided ...	Boys ...	8	156	800	965	904	679	...	...	...	315	...	4,462	709	5,486	9 10 11	...
		Girls ...	1	20	235	155	137	79	...	...	...	...	...	696	84	780	5 7 1	...
	Total Day Schools.	Boys ...	99	991	5,563	6,465	6,419	4,431	...	482	...	5,018	23,778	4,585	1,934	34,961	5 4 11	5 0 1
		Girls ...	14	81	1,061	1,142	1,101	595	...	324	...	...	4,869	1,036	237	6,466	5 14 2	4 1 0
Coorg ...	Total Day Schools ...		113	1,072	6,624	7,607	7,520	5,026	...	806	...	5,018	27,647	5,621	2,171	40,942	5 6 4	5 0 0
	Night Schools.																	
	Native States Schools.	Boys ...	9	13	112	125	120	76	...	...	...	124	669	...	8	801	6 5 0	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...		9	13	112	125	120	76	...	...	...	124	669	...	8	801	6 5 0	6 5 0
	Total Day and Night Schools.	Boys ...	108	1,005	5,675	6,590	6,539	4,507	...	482	...	5,142	23,447	4,585	1,934	35,762	5 5 9	...
		Girls ...	14	81	1,061	1,142	1,101	595	...	324	...	...	4,869	1,036	237	6,466	5 14 2	...
	Total Day and Night Schools		122	1,086	6,736	7,732	7,640	5,102	...	806	...	5,142	28,316	5,621	2,171	42,228	5 6 8	5 0 0
	Day Schools.																	
	Native States Schools.	Boys ...	526	6,628	33,210	39,838	38,628	23,591	...	482	...	11,630	1,52,427	3	1,641	1,66,303	5 7 8	...
		Girls ...	67	493	4,420	4,913	4,649	2,190	...	324	...	...	28,961	...	320	29,284	6 1 0	...
	Aided ...	Boys ...	13	138	654	787	764	539	109	...	...	536	413	1,538	1,154	3,694	4 9 4	4 0 1
		Girls ...	4	152	302	458	408	321	105	...	...	...	336	1,539	1,439	3,659	7 13 2	6 5 4
	Unaided ...	Boys ...	15	178	968	1,161	1,113	795	...	...	...	315	...	4,962	2,194	8,271	5 15 6	...
		Girls ...	1	20	136	155	137	79	...	...	...	...	...	696	84	780	5 7 1	...
Abstract, Northern Division.	Total Day Schools.	Boys ...	555	6,939	34,832	39,789	37,724	26,872	150	413	...	12,583	1,81,837	6,773	5,013	2,06,206	5 7 6	5 0 1
		Girls ...	72	665	4,867	5,532	5,054	2,589	105	324	...	...	29,297	2,235	2,014	36,464	6 3 11	5 0 4
	Night Schools.																	
	Native States Schools.	Boys ...	16	13	136	149	143	96	...	...	...	124	781	...	8	923	6 3 0	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Day and Night Schools		677	7,617	39,835	44,619	43,327	29,573	255	737	...	12,707	2,12,915	7,009	7,035	2,43,593	5 6 3	5 0 1
	SOUTHERN DIVISION.																	
	Day Schools.																	
	State Schools.	Boys ...	304	2,201	7,973	10,178	10,267	8,136	...	...	...	6,427	57,209	...	92	63,684	6 2 5	5 0 5
		Girls ...	33	151	1,471	1,655	1,605	1,074	...	...	...	...	11,625	...	29	11,654	7 2 10	7 2 1
	Aided Schools.	Boys ...	107	323	1,788	2,111	1,992	1,000	...	...	30	1,665	4,499	91	...	6,192	3 1 8	2 3 4
		Girls ...	1	...	26	26	25	25	...	...	...	...	135	...	...	135	5 6 3	5 6 3
Collectors ...	Unaided Schools.	Boys ...	6	84	137	221	192	175	...	...	...	762	...	...	1,157	1,919	10 4 2	...
		Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools.	Boys ...	317	2,608	9,897	12,505	12,448	10,033	...	...	30	8,854	61,709	91	1,249	73,033	5 13 11	4 15 5
		Girls ...	34	151	1,497	1,681	1,630	1,099	...	...	...	...	11,761	...	29	11,790	7 2 4	7 2 1
	Total, Day Schools ...		351	2,759	11,394	14,186	14,078	11,132	...	...	30	8,854	73,470	91	1,278	84,823	6 15 3	5 5 3

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Educating each Pupil.	
			Upper Stage.	Lower Stage.	Total.			Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Payments of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Southern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
	State Schools. Boys	8	9	147	156	100	110	...	...	...	3	887	...	...	890	9 11 0	8 10 9
	State Schools. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	8	9	147	156	100	110	...	...	...	3	887	...	...	890	9 11 0	8 10 9
	Total Night Schools. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kolhapur ...	Total, Night Schools	8	9	147	156	100	110	...	...	...	3	887	...	...	890	9 11 0	8 10 9
	Total, Day and Night Schools. Boys	321	2,637	10,044	12,681	12,606	10,332	...	...	30	8,897	64,896	91	1,549	75,963	5 13 2	4 15 6
	Total, Day and Night Schools. Girls	24	151	1,497	1,648	1,630	1,096	...	...	...	...	17,761	...	59	17,761	7 9 6	7 3 4
	Total, Day and Night Schools	345	2,788	11,541	14,329	14,136	11,428	...	...	30	8,897	74,117	91	1,608	84,310	5 14 10	5 5 2
	Day Schools.																
	Sangli Native State Schools. Boys	103	1,191	6,421	7,612	7,370	4,704	...	18,301	716	188	20,987	...	2,901	43,293	5 13 1	5 13 7
	Sangli Native State Schools. Girls	10	54	787	841	824	476	...	...	345	...	4,324	20	758	5,427	6 11 1	5 10 6
	Total Day Schools. Boys	113	1,191	6,422	7,613	7,370	4,705	...	18,301	716	188	20,987	...	2,901	43,293	5 13 1	5 13 7
	Total Day Schools. Girls	10	54	787	841	824	476	...	...	345	...	4,324	20	758	5,427	6 11 1	5 10 6
	Total, Day Schools	103	1,245	7,179	8,424	8,194	5,181	...	18,301	1,061	188	24,411	20	3,729	47,720	5 14 2	5 6 3
	Night Schools.																
	Sangli Native State Schools. Boys	1	4	27	31	12	10	...	...	...	...	49	49	...	98	9 2 8	4 1 4
	Sangli Native State Schools. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	1	4	27	31	12	10	...	...	...	...	49	49	...	98	9 2 8	4 1 4
	Total Night Schools. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools	1	4	27	31	12	10	...	...	...	...	49	49	...	98	9 2 8	4 1 4
	Total Day and Night Schools. Boys	144	1,195	6,449	7,644	7,382	4,714	...	18,301	716	188	20,136	49	2,901	43,391	5 13 1	5 13 3
	Total Day and Night Schools. Girls	10	54	787	841	824	476	...	...	345	...	4,324	20	758	5,427	6 11 1	5 10 6
	Total Day and Night Schools	154	1,249	7,236	8,485	8,206	5,191	...	18,301	1,061	188	24,460	69	3,729	47,818	5 14 4	5 6 0
	Day Schools.																
	Karundwad Native State Schools. Boys	27	176	1,274	1,450	1,411	1,046	...	...	...	79	6,605	...	...	6,684	4 10 7	4 9 7
	Karundwad Native State Schools. Girls	1	7	74	81	84	53	...	...	...	...	453	...	...	453	5 9 0	5 9 0
Southern Maratha Agency.	Aided Schools. Boys	6	6	113	119	111	93	...	...	...	...	361	...	...	361	3 0 9	2 8 0
	Aided Schools. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools. Boys	33	182	1,387	1,569	1,522	1,139	...	...	...	79	6,967	...	...	6,965	4 9 9	4 7 9
	Total Day Schools. Girls	1	7	74	81	84	53	...	...	...	...	453	...	...	453	5 9 0	5 9 0
	Total Day Schools	34	189	1,461	1,650	1,606	1,191	...	...	...	79	7,420	...	...	7,498	4 9 2	4 8 5
	Day Schools.																
	Mudhol Native State Schools. Boys	21	111	974	1,085	996	702	...	3,553	...	33	1,166	...	369	5,151	5 11 11	1 4 10
	Mudhol Native State Schools. Girls	2	1	108	109	104	72	...	350	...	...	105	...	26	581	5 5 2	1 12 6
	Total Day Schools. Boys	21	111	974	1,085	996	702	...	3,553	...	33	1,166	...	369	5,151	5 11 11	1 4 10
	Total Day Schools. Girls	2	1	108	109	104	72	...	350	...	...	105	...	26	581	5 5 2	1 12 6
	Total Day School	23	112	1,082	1,194	1,100	774	...	3,903	...	33	1,271	...	395	5,732	5 11 0	1 4 2
	Day Schools.																
	Miraj Native State Schools. Boys	58	669	2,397	3,066	2,859	1,953	...	3,000	...	1,143	13,071	...	37	19,251	6 13 11	5 5 5
	Miraj Native State Schools. Girls	9	46	257	303	274	220	...	500	...	...	2,302	...	...	2,802	7 2 0	5 14 11
	Total Day Schools. Boys	58	669	2,397	3,066	2,859	1,953	...	3,000	...	1,143	13,071	...	37	19,251	6 13 11	5 5 5
	Total Day Schools. Girls	9	46	257	303	274	220	...	500	...	...	2,302	...	...	2,802	7 2 0	5 14 11
	Total Day Schools	67	715	2,654	3,369	3,133	2,173	...	3,500	...	1,143	15,433	...	37	22,149	6 14 8	5 7 3

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education per Pupil.	
			Primary					Non-Provincial sources.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.
			Upper Primary.	Lower Primary.	Total.												
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	SOUTHERN DIVISION—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Night Schools.																
	State Schools ... { Boys	2	...	39	39	39	23	...	...	...	...	168	...	...	168	4 4 11	4 4 11
	{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night School ... { Boys	2	...	39	39	39	23	...	...	...	...	168	...	...	168	4 4 11	4 4 11
	{ Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	2	...	39	39	39	23	...	...	...	...	168	...	...	168	4 4 11	4 4 11
	Total Day and Night Schools { Boys ...	60	569	2,346	3,015	2,669	1,976	...	2,900	...	1,143	15,239	...	37	19,419	6 12 9	3 5 0
	{ Girls ...	9	46	357	403	374	250	...	500	...	...	2,292	...	...	2,792	7 11 8	6 6 7
	Total Day and Night Schools ...	69	715	2,703	3,418	3,043	2,226	...	3,400	...	1,143	17,531	...	37	22,211	6 14 1	3 7 0
	Day Schools.																
	Jamkhandi Native State Schools. { Boys ...	74	631	4,151	4,782	4,014	3,348	...	...	...	...	20,715	...	...	20,715	4 7 10	4 7 10
	{ Girls ...	3	31	236	267	228	187	...	...	...	...	1,392	...	...	1,392	5 6 8	5 6 8
	Total Day Schools ... { Boys ...	74	631	4,151	4,782	4,014	3,348	...	...	...	...	20,715	...	...	20,715	4 7 10	4 7 10
	{ Girls ...	3	31	236	267	228	187	...	...	...	...	1,392	...	...	1,392	5 6 8	5 6 8
	Total Day Schools ...	77	662	4,387	5,049	4,242	3,535	...	...	...	...	22,110	...	...	22,110	4 9 9	4 9 9
	Day Schools.																
	Jath and Daflapur Native State Schools. { Boys ...	31	302	1,099	1,501	1,290	936	...	3,226	...	...	6,452	...	...	6,452	5 0 0	2 4 9
	{ Girls ...	2	2	89	90	82	56	...	151	...	...	301	...	...	302	3 5 8	1 10 10
	Total Day Schools ... { Boys ...	31	302	1,099	1,401	1,290	936	...	3,226	...	...	6,452	...	...	6,452	5 0 0	2 4 9
Southern Maratha Agency.	{ Girls ...	2	2	88	90	82	56	...	151	...	...	301	...	...	302	3 5 8	1 10 10
	Total Day Schools ...	33	304	1,187	1,491	1,372	992	...	3,377	...	...	6,753	...	...	6,754	4 13 1	2 7 7
	Ramadurg Native State Schools. { Boys ...	19	169	1,378	1,577	1,060	1,125	...	...	...	...	6,253	...	...	6,253	4 6 2	4 6 2
	{ Girls ...	2	6	149	155	152	94	...	...	...	...	1,128	...	...	1,128	7 4 5	7 4 5
	Aided ... { Boys ...	2	6	89	95	84	61	...	...	...	...	10	...	144	194	3 0 6	2 14 10
	{ Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools ... { Boys ...	21	205	1,428	1,633	1,614	1,186	...	...	...	...	6,263	...	144	6,447	3 15 10	3 14 6
	{ Girls ...	2	6	149	155	152	94	...	...	...	...	1,128	...	...	1,128	7 4 5	7 4 5
	Total Day Schools ...	23	211	1,577	1,788	1,767	1,280	...	...	...	...	7,391	...	144	7,575	4 4 7	3 3 3
	Night Schools.																
	State Schools ... { Boys ...	1	...	25	25	23	14	...	...	...	...	36	...	...	36	1 9 7	1 9 7
	{ Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ... { Boys ...	1	...	25	25	23	14	...	...	...	...	36	...	...	36	1 9 7	1 9 7
	{ Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	1	...	25	25	23	14	...	...	...	...	36	...	...	36	1 9 7	1 9 7
	Total Day and Night Schools { Boys ...	22	205	1,453	1,658	1,637	1,200	...	...	...	...	6,299	...	144	6,483	...	...
	{ Girls ...	2	6	149	155	152	94	...	...	...	...	1,128	...	...	1,128	7 4 5	7 4 5
	Total Day and Night Schools ...	24	211	1,602	1,813	1,789	1,294	...	...	...	...	7,427	...	144	7,611	4 1 10	3 2 9
	Day Schools.																
	Savnur Native State Schools. { Boys ...	18	151	780	931	802	610	...	2,256	...	600	3,806	...	...	6,662	7 2 10	4 4 3
Dharwar Agency.	{ Girls ...	2	9	176	184	203	124	...	...	...	Not separately supplied.						
	Total Day Schools ... { Boys ...	18	151	780	931	802	610	...	2,256	...	600	3,806	...	...	6,662	7 2 10	4 4 3
	{ Girls ...	2	9	176	184	203	124	...	...	...	Not separately supplied.						
	Total Day Schools ...	18	160	956	1,115	1,005	734	...	2,256	...	600	3,806	...	...	6,662	7 2 10	4 4 3

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917. Primary Upper Classes.	Primary Lower Classes.	Total.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of Education each Pupil. Total Cost.	Cost to State.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	Southern Division—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
Kolaba Agency.	Janjira Native State Schools. Boys	24	839	2,565	2,904	2,854	2,603	...	3,316	...	372	12,536	...	16	16,331	5 11 7	4 6 7
	Girls	12	19	422	441	417	367	...	736	...	...	3,008	...	...	3,744	8 9 8	6 15 2
	Aided ... ... Boys	1	3	27	30	32	24	...	...	...	...	32	...	...	32	1 0 0	1 0 0
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided ... ... Boys	3	...	72	72	60	55	Not supplied.									
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools ... Boys	55	872	3,064	3,006	3,345	3,085	...	3,349	...	372	12,568	...	16	16,363	5 8 11	4 5 8
	Girls	12	19	422	441	451	387	...	736	...	...	3,008	...	...	3,744	8 9 8	6 15 2
	Total Day Schools ...	67	891	3,486	3,447	3,796	3,472	...	4,085	...	372	15,576	...	16	20,107	5 14 9	4 6 6
	Day Schools.																
Sawantwadi.	Sawantwadi Native State Schools. Boys	73	1,110	5,662	6,172	5,196	3,903	...	...	...	4,272	20,124	61	565	25,022	4 13 1	3 14 1
	Girls	5	72	633	654	441	272	...	...	...	...	2,908	...	4	2,912	6 6 7	6 6 6
	Aided ... ... Boys	41	561	1,787	1,809	1,561	1,300	...	...	...	2,170	694	143	...	3,012	2 0 1	0 0 1
	Girls	1	...	30	30	24	20	...	...	...	...	94	...	...	94	3 10 0	3 10 0
	Total Day Schools ... Boys	112	1,671	7,790	8,070	6,840	5,253	...	...	...	6,442	21,178	195	565	28,380	4 2 3	3 1 3
	Girls	6	72	663	684	477	308	...	...	...	...	3,002	...	4	3,006	6 6 6	6 5 6
	Total Day Schools ...	118	1,743	8,453	8,754	7,317	5,561	...	...	...	6,442	24,180	195	569	31,386	4 4 6	3 4 9
	Day Schools.																
Southern Division.	State Schools ... ... Boys	715	7,170	23,894	31,154	29,781	25,511	...	32,091	710	12,003	1,92,981	43	4,084	2,18,528	5 0 0	4 4 0
	Girls	81	398	4,309	4,807	4,344	3,915	...	1,737	345	...	27,376	20	799	30,470	6 11 2	6 1 7
	Aided ... ... Boys	457	673	5,741	6,214	5,840	5,301	...	...	26	5,851	5,837	233	144	12,091	2 0 10	1 8 8
	Girls	2	...	68	68	66	46	...	...	...	...	232	...	...	232	5 14 10	5 14 10
	Unaided ... ... Boys	5	84	269	293	242	213	...	...	...	760	...	...	1,157	1,919	7 12 4	5 10 6
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools ... Boys	977	7,753	29,904	37,661	35,863	31,025	...	32,091	736	17,863	1,72,818	276	5,385	2,30,976	5 5 5	4 0 1
	Girls	83	398	4,377	4,875	4,410	3,961	...	1,737	345	...	27,608	20	799	30,696	6 9 3	6 1 6
	Total Day Schools ...	1060	8,151	34,281	42,536	40,273	34,986	...	33,828	1,081	17,863	2,00,426	296	6,184	2,61,672	5 7 6	4 3 2
	Night Schools.																
	State Schools ... ... Boys	12	13	283	293	204	157	...	...	...	3	840	49	...	892	3 12 11	3 9 5
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ... Boys	12	13	283	293	204	157	...	...	...	3	840	49	...	892	3 12 11	3 9 5
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	12	13	283	293	204	157	...	...	...	3	840	49	...	892	3 12 11	3 9 5
	Total Day and Night Schools. Boys	989	7,766	30,187	37,954	36,067	31,182	...	32,091	736	17,866	1,73,658	325	5,385	2,31,470	...	...
	Girls	83	398	4,377	4,875	4,410	3,961	...	1,737	345	...	27,608	20	799	30,696	6 9 3	6 1 6
	Total Day and Night Schools ...	1072	8,164	34,564	42,829	40,477	35,143	...	33,828	1,081	17,866	2,01,266	345	6,184	2,62,166	5 7 4	4 3 2

SUBSIDIARY FORM Nos. 4 AND 5—*continued.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.			Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education per Pupil.	
			Primary: Upper Stage.	Primary: Lower Stage.	Total.			Provincial revs.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	SIND DIVISION.																
	Day Schools.																
Khairpur Territory.	Khairpur State. Native Boys	79	813	2,619	3,364	3,148	2,612	...	...	...	168	24,810	...	...	24,978	7 4 6	...
	Girls	6	..	204	204	191	173	...	...	...	...	2,582	...	...	2,582	13 8 3	...
	Aided ... Boys	47	39	995	1,034	993	887	...	...	...	...	827	...	...	870	0 14 11	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Day Schools Boys	126	852	3,614	4,398	4,091	3,502	...	...	...	168	26,305	...	...	26,373	8 0 8	...
	Girls	6	...	204	204	191	173	...	...	...	...	2,582	...	...	2,582	13 8 3	...
	Total Day Schools ...	132	852	3,718	4,602	4,272	3,675	...	...	...	168	27,787	...	...	27,955	6 1 2	...
	Day Schools.																
Shikarpur Port Division.	Native States Boys	125	851	3,514	4,365	4,081	3,502	...	...	...	168	25,205	...	...	25,373	6 3 8	...
	Girls	6	...	204	204	191	173	...	...	...	...	2,582	...	...	2,582	4 4 5	...
	Total Day Schools ...	131	851	3,718	4,602	4,272	3,675	...	...	...	168	27,787	...	...	27,955	6 1 2	...
	KATHIAWAR.																
	Day Schools.																
	Native State Agency. Boys	161	3,637	12,798	16,435	15,858	12,838	...	...	3,126	6,451	90,911	257	1,413	1,02,171	6 7 6	...
	Girls	29	360	2,961	3,744	2,729	1,900	...	...	1,649	...	11,379	457	...	13,384	4 14 7	...
	Private ... Boys	70	231	1,825	2,156	2,079	1,743	...	...	450	24	1,177	7,257	13,759	22,667	10 14 5	...
	Girls	4	87	775	862	709	645	...	...	...	...	200	...	6,336	6,536	10 11 4	...
	State ... Boys	807	12,964	44,891	57,795	56,033	45,130	...	...	...	16,631	2,39,859	21	5,992	2,62,503	6 1 9	...
	Girls	56	1,439	10,326	11,907	11,740	7,172	...	...	...	24	68,040	1,135	631	69,730	5 14 11	...
	Police ... Boys	3	3	321	324	274	130	...	...	...	...	6	...	180	180	0 14 6	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	34	221	2,222	2,443	2,234	1,963	535	...	251	750	3,350	1,314	3,415	9,615	...	...
	Girls	4	56	577	633	583	502	756	...	...	...	1,061	...	1,259	2,076	4 4 10	...
Established.	Total Day Schools Boys	1,129	16,986	61,057	78,043	76,516	61,749	535	...	3,827	23,856	4,36,564	8,859	24,750	4,89,337	6 3 7	...
	Girls	127	2,082	13,939	16,021	15,856	10,625	1,291	...	1,649	24	80,720	1,592	10,010	94,290	5 15 4	...
	Total Day Schools ...	1,256	19,068	74,996	94,064	92,372	72,374	1,826	...	5,476	23,880	5,17,284	10,451	34,760	5,83,627	6 3 11	...
	Night Schools.																
	Native State Agency. Boys	1	...	10	10	9	7	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Private ... Boys	2	...	40	40	32	28	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	State ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ... Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools. Boys	3	...	50	50	44	35	...	...	...	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	3	...	50	50	44	35	...	...	...	...	...	...	...	...	...	...
	Total Day and Night Schools. Boys	1,134	16,986	61,057	78,093	76,572	61,784	535	...	3,827	23,856	4,36,564	8,859	24,750	4,89,337	6 3 7	0 0 1
	Girls	127	2,082	13,939	16,021	15,856	10,625	1,291	...	1,649	24	80,720	1,592	10,010	94,290	5 15 4	...
	Total Day and Night Schools ...	1,261	19,068	74,996	94,114	92,428	72,409	1,826	...	5,476	23,880	5,17,284	10,451	34,760	5,83,627	6 3 10	...

SUBSIDIARY FORM Nos. 4 AND 5—*concluded.*

District or State.	Name or Class of Institutions.	Number of Pupils on the Rolls on 31st March 1927.				Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Educating each Pupil.	
		Number of Institutions.	Upper Stage.	Primary Lower Stage.	Total.			Provincial funds.	Local Cess.	Municipal Funds.	Fees.	Receipts of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.
1	2	3	4	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16
	KATHIAWAR—*continued.*							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Day Schools.																
	Native States ... Boys ...	1,091	16,777	60,235	76,912	74,231	59,866	...	...	3,602	23,096	4,22,401	7,545	21,214	4,77,858	6 4 8	5 9 7
	Native States ... Girls ...	113	2,440	13,443	15,883	15,370	10,930	...	...	1,049	74	79,678	1,503	3,609	85,913	6 0 0	5 8 0
	Aided ... Boys ...	31	221	2,222	2,443	2,354	1,964	525	...	251	749	7,752	1,314	3,413	9,005	4 1 10	1 4 10
	Aided ... Girls ...	4	38	477	515	498	369	150	...	...	...	1,051	...	1,349	2,550	4 11 10	1 13 0
	Total Day Schools ... Boys ...	1,122	16,998	61,957	78,955	76,585	61,749	525	...	3,857	23,845	4,30,153	8,859	24,727	4,86,917	6 3 8	5 8 6
Ajmer-Merwara.	Total Day Schools ... Girls ...	117	2,038	13,920	16,018	15,868	10,899	150	...	1,049	74	80,726	1,503	3,609	86,949	6 10 6	5 11 0
	Total Day Schools ...	1,239	19,036	75,877	94,973	92,453	72,648	675	...	4,906	23,919	5,06,879	10,362	28,336	5,73,866	6 2 11	5 5 0
	Night Schools.																
	Native States ... Boys ...	3	...	50	50	44	35	...	...	...	...	...	...	...	...	...	...
	Native States ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ... Boys ...	3	...	50	50	44	35	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Night Schools ...	3	...	50	50	44	35	...	...	...	...	...	...	...	...	...	...
	Total Day and Night Schools. Boys ...	1,125	16,998	62,007	79,005	76,629	61,784	525	...	3,857	23,845	4,30,153	8,859	24,727	4,86,917	6 3 7	5 8 7
	Total Day and Night Schools. Girls ...	117	2,038	13,920	16,018	15,868	10,899	150	...	1,049	74	80,726	1,503	3,609	86,949	6 10 6	5 11 0
	Total Day and Night Schools.	1,242	19,036	75,927	95,023	92,497	72,683	675	...	4,906	23,919	5,06,879	10,362	28,336	5,73,866	6 2 11	5 5 0
	Grand Total Day and Night Schools for Boys and Girls	3,252	76,036	183,564	2,11,600	1,92,879	147,939	901	71,314	7,905	68,152	18,26,870	16,705	67,633	11,62,983	5 13 6	4 15 0

SUBSIDIARY FORM No. 6.

Statistical Return of Schools for Special or Technical Training for the official year 1916-17.

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1917.	Average monthly number.	Average daily attendance.	Expenditure.								Annual Cost of Education each Pupil.	
						Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of Native States.	Endowments.	Subscriptions and all other sources.	Total.	Total Cost.	Cost to State.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	TRAINING SCHOOLS FOR MASTERS.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	Native States.														
Kolhápur	Kolhápur	1	9	9	8	...	...	...	4	1,378	...	...	1,382	142 7 1	142 0 0
Kolhápur	Male Training College, Rájkot ...	1	81	77	74	...	...	...	76	13,297	...	...	13,373	173 10 9	.....
	Total, Training Schools for Masters ...	2	90	86	82	...	...	...	80	14,675	...	...	14,755	170 6 8	169 7 8
	TRAINING SCHOOLS FOR MISTRESSES.														
	Native States.														
Kolhápur	Burton Female Training College, Rájkot	1	86	86	84	...	...	...	2	9,335	...	396	9,733	173 12 9	.....
	Total, Training Schools for Mistresses ...	1	86	86	84	...	...	...	2	9,335	...	396	9,733	173 12 9	.....
	TECHNICAL AND INDUSTRIAL SCHOOLS FOR MALES.														
	Native States.														
Cutch	Bhuj Industrial School	1	17	25	15	...	...	...	...	1,184	17	...	1,201	48 0 0	.....
Mewarkáth	Carpentry	1	26	26	22	...	...	...	...	514	...	797	1,311	34 12 0	14 3 4
Nirad	Technical Class, Miraj High School	(1)	(107)	(156)	(113)	...	...	...	...	737	...	...	737	6 11 7	6 11 7
Kolhápur	Technical School	1	47	43	32	...	...	...	3	7,647	...	...	7,650	177 14 0	177 13 4
	Dalvi Darbar Memorial School, Kolhápur	1	11	12	6	...	...	...	...	480	...	...	480	40 0 0	40 0 0
	Satya Sodhak School, Kolhápur	1	8	11	9	...	...	...	...	300	...	...	300	33 11 7	33 11 7
Khairpur Territory.	Industrial School, Khairpur ...	1	236	239	96	...	...	...	...	8,198	...	...	8,198	54 11 8	.....
	Total, Technical and Industrial Schools for Males ...	6 (1)	345 (107)	390 (156)	164 (113)	...	...	...	3	10,115	17	797	10,872	38 1 1	36 9 11
	COMMERCIAL SCHOOLS OR CLASSES FOR MALES.														
	Native States.														
Cambay	Cambay High School	(1)	(17)	(15)	(11)	...	...	...	...	...	...	...	.....	.....	.....
Káthiáwár	Commercial Class, Alfred High School, Rájkot	(1)	8 (17)	5 (15)	4 (4)	...	...	...	...	...	...	...	.....	.....	.....
	Total, Commercial Schools or Classes for Males ...	(2)	8 (34)	5 (30)	4 (15)	...	...	...	...	...	...	...	.....	.....	.....
	OTHER SCHOOLS.														
	A.—DRAWING CLASSES.														
	Native States.														
Rewa	Rewa High School	(1)	(76)	(76)	(62)	...	...	...	...	...	...	...	.....	.....	.....
Nándod	Nándgáh High School, Phaltan	(1)	(136)	(142)	(101)	...	...	...	...	...	...	...	.....	.....	.....
Cambay	Cambay High School	(1)	(252)	(269)	(230)	...	...	...	...	532	...	...	532	25 5 3	.....
Sankh Agency	Bhavnagar do.	(1)	21 (80)	21 (96)	4 (7-)	...	...	...	...	311	...	...	311	.....	.....
Palanpur Agency	Palanpur do.	(1)	(284)	(321)	(260)	...	...	...	...	...	...	...	.....	.....	.....
Mewa Kántha Agency, Baroda	Nándod do.	(1)	(172)	(221)	(254)	...	...	...	...	...	...	...	.....	.....	.....
	S. J. J. School Navsari ...	(1)	(183)	(149)	(120)	...	...	...	...	...	...	...	.....	.....	.....
Tandhanji	High School	(1)	(354)	(308)	(207)	...	...	...	...	...	...	...	.....	.....	.....
Jungira	Mufeul High School	(1)	(282)	(344)	(190)	...	...	...	...	...	...	...	.....	.....	.....
Kolhápur	High School	(1)	(306)	(326)	(236)	...	...	...	...	...	...	...	.....	.....	.....
	P. H. A.-V. School, Ichalkaranji	(1)	(42)	(42)	(35)	...	...	...	...	...	...	...	.....	.....	.....
Sangli	High School	(1)	(323)	(323)	(219)	...	...	...	...	...	...	...	.....	.....	.....
	Drawing Classes attached to Vernacular Schools at Sangli ...	(3)	(272)	(272)	(66)	...	...	...	...	...	...	...	.....	.....	.....
	P. G. A.-V. School, Shahápur ...	(1)	(246)	(210)	(168)	...	...	...	...	...	...	...	.....	.....	.....
Sámbhar	A.-V. School, Rámdeng	(1)	(95)	(95)	(82)	...	...	...	...	200	...	...	200	2 0 3	2 0 3

zed with financial assistance fro
Government of Maharashtra
on 22 July, 2017

SUBSIDIARY FORM No. 6—*concluded.*

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the 31st March 1917.	Average monthly number.	Average daily attendance.	Expenditure. Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Revenue of State.	Endowments.	Subscriptions and all other sources.	Total.	Annual Cost of educating each Pupil. Total Cost.	Cost to state.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	OTHER SCHOOLS—*contd.*					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	A.—Drawing Classes—*contd.*														
	Native States—*continued.*														
Miraj	High School	(1)	(107)	(153)	(137)	...	...	...	...	...	...	...	...	...	...
Kolhápur	A.-V. School, Sirdwandkar	(1)	(68)	(70)	(60)	...	...	...	...	...	...	...	...	...	...
	A.-V. School, Zath	(1)	(72)	(72)	(69)	...	...	...	...	...	...	...	...	...	...
Kolhápur Territory.	Drawing Class attached to Industrial School, Shahápur	...	(608)	(641)	(409)	...	...	...	...	...	...	...	...	...	...
	Alfred H. School, Rájkot	(1)	(39)	(88)	(17)	...	...	...	...	...	...	...	...	...	...
	Male Training College, Rájkot	(1)	(91)	(77)	(74)	...	...	...	...	...	...	...	...	...	...
	R. P. Training College, Rájkot	(1)	(66)	(36)	(14)	...	...	...	...	...	...	...	...	...	...
Káthiáwád	Jámnagar High School	(1)	(56)	(72)	(43)	...	...	...	...	1,321	140	...	1,461	...	...
	Gondal Drawing and Modelling Class	1	51	64	37	...	...	...	109	816	11	18	954	15 1 6	...
	Ajitsinhji High School, Dhrangadhra	(1)	(476)	(572)	(393)	...	...	...	...	300	...	...	300	...	...
	Total, Drawing Classes	7 (12)	89 (4,913)	85 (4,870)	41 (3,227)	...	...	...	109	2,551	159	18	3,530	0 12 5	0 11 6
	B.—Miscellaneous.														
	Native States.														
Rewa Kántha Agency.	Nandod Sanskrit Pathshála	1	47	46	37	...	...	...	...	246	6	...	252	6 2 6	5 1 9
	Kunawada do.	1	38	45	25	...	...	...	...	1,536	...	...	1,536	34 2 3	34 0 3
Cutch	Bhuj do.	1	25	21	20	...	...	...	...	892	...	...	892	42 8 3	42 5 3
Sangli	Sangali Sanskrit Schools	5	67	70	60	...	...	...	32	2,835	...	...	2,867	...	...
Kolhapur Agency.	Ichalkaranji	2	14	11	11	...	...	...	...	306	...	...	306	33 4 4	33 4 4
Bombay	Music class	(1)	(51)	(47)	(35)	...	...	...	...	90	...	...	90	1 14 7	1 14 7
	Total	10 (1)	191 (51)	193 (47)	154 (35)	...	...	...	32	5,905	6	...	5,943	32 0 2	32 0 2
	Aided.														
Cutch	Mahomedan School, Bhuj	1	42	40	26	...	...	...	...	164	402	9	665	19 10 6	6 1 7
Kolhapur	Kolhapur Sanskrit Pathshala	1	19	17	15	...	...	...	...	...	...	...	...	...	...
Hirdi (Junior)	Haripur	1	15	15	12	...	...	...	...	...	...	...	...	...	...
	Total	3	76	72	53	...	...	...	...	164	402	9	665	0 3 3	2 4 5
	Unaided.														
Rewa Kántha Agency.	Chandod Sanskrit Pathshala	1	44	30*	15	...	...	...	...	...	89	...	89	2 15 6	...
	Total	1	44	30	15	...	...	...	...	...	89	...	89	2 15 6	...
	Total, Miscellaneous	14 (1)	310 (51)	295 (47)	227 (35)	...	...	...	32	6,069	497	9	6,697	18 2 9	16 0 3
	Total, Other Schools	15 (25)	399 (8,322)	380 (8,917)	268 (4,577)	...	...	...	141	8,622	746	27	10,226	1 14 10	1 12 1
	Total, School Education Special	21 (28)	901 (9,442)	826 (8,963)	724 (4,620)	...	...	...	225	52,317	703	1,160	54,405	9 1 2	8 14 6

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